DOCUMENT RESUME

ED 045 564 SP 004 447

AUTHOR Dooley, Harold B.
TITLE A Program To Strengthen the Skills, Understandings, and Professional Commitment of New Teachers to Work with Poverty Stricken Mexican-American Pupils in South Texas Schools. Director's Report.
INSTITUTION Education Service Center Region 1, Edinburg, Tex.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
PUB DATE 70
GRANT OEG-0-9-534243-1716-725
NOTE 163p.

EDRS PRICE EDRS Price MF-$0.75 HC-$8.25
DESCRIPTORS *Beginning Teachers, Group Discussion, Job Satisfaction, Questionnaires, *Rural School Systems, Student Teaching, Summer Programs, Surveys, *Teacher Attitudes, *Teacher Education, *Teacher Orientation

ABSTRACT

A program is described which was designed to assist the orientation of new teachers, develop their sense of job gratification, and encourage them to continue to teach in Rio Grande border school systems. The three major phases of the project are considered, one in 1968-69 involving 357 new teachers in small group discussions and training sessions throughout the school year, one in the summer of 1969 involving 29 teachers in a student teaching program, and one in 1969-70 involving 29 summer scholars in monthly discussion-training meetings and resulting in the development of the "Handbook for New Teachers" which forms part of the document. The project alerted many administrators to the problems of beginning teachers in the Valley, and also opened communication channels for new teachers. The document also includes a survey report of the 1968-69 school term consultant meetings, with questionnaire results and comments, details of the evaluation activities, areas of problems discussed (curriculum, community, materials and equipment, personnel, policy and procedure, student behavior and understanding, and teaching techniques), as well as various organizational letters and schedules. (MBM)

EDO 45564

REGION ONE EDUCATION SERVICE CENTER

101 SOUTH TENTH STREET, EDINBURG, TEXAS 78539
512/383-5611

DIRECTOR'S REPORT

A PROGRAM TO STRENGTHEN THE SKILLS, UNDERSTANDINGS, AND PROFESSIONAL COMMITMENT OF NEW TEACHERS TO WORK WITH POVERTY STRICKEN MEXICAN-AMERICAN PUPILS IN SOUTH TEXAS SCHOOLS

Career Opportunities Program - Disadvantaged Youth
Project Number 534243

6 December 1968 to 30 September 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Project Director:

HAROLD R. DOOLEY
Executive Director

Region One Education Service Center
Edinburg, Texas

Cooperating Educational Institutions

Pan American College
Donna Independent School District
Edinburg Consolidated Independent School District
McAllen Independent School District
Mission Independent School District
Pharr-San Juan-Alamo Independent School District

Hidalgo County, Texas

SP004447

I. INTRODUCTION

Name

The name of this project, A Program to Strengthen the Skills, Understandings, and Professional Commitment of New Teachers to Work with Poverty Stricken Mexican-American Pupils in South Texas Schools, while descriptive of the nature of the project was cumbersome to handle in conversation. Thus, it became known as the New Teacher Orientation Project.

Format of the Project

The project had three distinct phases: the 1968-1969 Long Term, the 1969 Summer, and the 1969-1970 Long Term. Project funding began as of 6 December 1968 and extended through 30 September 1970. In spite of the beginning funding date, Region One actually started the project in August, 1968. Since the project was to provide orientation to new teachers, it was felt that orientation should begin at the beginning of the school year rather than to start in December or January. Cost of the project up to December 6 was borne by Region One.

The 1968-1969 Long Term Phase involved 357 new teachers in small group discussion-training sessions throughout the school year. With new teachers in each group were a college professor, an experienced host teacher, and a building principal toward the end of the meetings when his schedule would permit. Problems new teachers felt they were experiencing, solutions to problems, new ideas and approaches relating to the kinds of students being taught, and job satisfactions being experienced, were the topics of these discussion-training sessions.

The 1969 Summer Phase included twenty-nine teachers in a summer student teaching program. The student teaching phase was conducted through the auspices of the Pan American College School of Education with special permission from the Texas Education Agency.

The 1969-1970 Long Term phase involved the twenty-nine summer scholars in monthly discussion-training meetings. This group took on the challenge of developing a handbook for new teachers which specifically relates to orientation for new teachers to strengthen the skills, understandings, and professional commitment to work with poverty stricken Mexican-American pupils in South Texas schools, which is the focus of this project. Title of the handbook is Handbook for New Teachers, New Teacher Orientation for Rio Grande Border Pupils. A copy is included with this report.

Objectives

Objectives of this project were these:

a. Orientation of new teachers and development of job gratification and significance for beginning teachers.

b. Encouragement for new teachers to continue to teach in their selected Rio Grande border school systems.

c. Development of skills, understandings, and satisfaction through continuing service over substantial tenure in purposeful teaching.

d. Development in the mind of each new teacher of an appreciation, understanding and conviction concerning the significance of the teaching responsibility he has undertaken - to help intensively deprived children to build self-understanding, skill and wisdom in a satisfactory way of life.

e. Provision of a secure, effective, and attractive instructional program at a confident home base for children of migratory farm workers.

f. Inventory of job satisfactions and services of the school that support and encourage beginning teachers and that help them to build commitment to continue in their chosen field of teaching and in their selected schools.

g. Inventory of problems, pressures, and difficulties that impel beginning teachers to leave the teaching profession or to leave the Valley area.

II. OPERATION OF THE PROGRAM

Planning

Initial planning of the project included the Dean of the School of Education from Pan American College, the superintendent of schools from the six participating school districts, the Dean of the School of Education from the University of Texas at El Paso, and the Executive Director of Region One Education Service Center. Overall strategy for the project was outlined. Contacts were made with various individuals and educational agencies concerning evaluation design, special permission from the Texas Education Agency for conducting summer student teaching, and the like. The ultimate result was the proposal as finally developed and submitted.

Throughout the project duration, strategy planning sessions were held. At least fifteen such meetings were held. Included at these times were the chief consultant, project coordinator, project director, college professors, superintendents, principals, evaluation designer, cooperating teachers, and consultants as were appropriate to the time and phase of the project.

Planned activities of the project included procedures for orientation of personnel in each school district who would have direct responsibilities in project operations. In spite of careful delineation of what would be expected of each building principal to notify selected new teachers prior to discussion-training session, arranging for substitute teachers, and scheduling follow-up staff meetings with new teacher after each discussion-training session, it became obvious that a few failed to grasp the total significance of the activity. Additional meetings had to be arranged and a change in notification procedures was necessitated. When planning is done for similar projects, it would seem wise to include a second briefing of all building principals immediately following the first round of discussion-training sessions. During this meeting, specific instructions could be repeated regarding the principal's role in follow-up group meetings before the next professor directed discussion-training session. This would insure closer ties between building principals with their new teachers as they work on real problems to the teacher.

Participants

This project focused on orientation of new teachers in the six participating local school districts. In the 1968-1969 Long Term Phase, the anticipated number of participants from the six schools was 216. The actual number of teachers who participated in the discussion-training sessions was 357. Twenty-nine small groups ranged in size from 8-18. The word new was interpreted two ways: beginning teachers new to teaching, and experienced teachers new to the school district. Both groups were expected to consider various aspects of teaching disadvantaged youth.

In the 1969 Summer Phase, the anticipated number of participants was 30. The actual number was 29. (One selected summer scholar was drafted into the army after the summer phase started. He chose to honor his military service obligation rather than to seek deferment. Too much time had elapsed for a replacement to receive credit for the directed teaching course.) Eighteen summer scholars were secondary school student teachers and eleven were elementary school student teachers. These summer scholars had not previously had student teaching in their teacher preparation experience. Most had not completed requirements for securing a teacher certificate. These participants had been involved in the 1968-1969 Long Term Phase.

During the 1969-1970 Long Term Phase, the summer phase participants continued working in the project.

In the earliest proposal submitted to the Bureau of Education Personnel Development, it was anticipated that the 1969-1970 phase would be a repeat of the 1968-1969 activity but with the 1969-1970 new teachers. Requested funding was approximately $89,000 for twelve months. The Bureau of Education Personnel Development was able to fund the project only for $42,750 for a period of nineteen months. This, of course, necessitated use of an alternate strategy for new teacher personnel development during the second long term phase. The hypothesis of the study was that if beginning teachers could participate in a significant, functional orientation within their two years of teaching in the Valley, then the length of tenure of these teachers would increase, to the advantage of pupils and school districts. It became a strength of the project to have continued with special emphasis on the twenty-nine summer scholars during the second long term phase. Much closer study was given to the unique problems of teaching bilingual disadvantaged children with the two year concentration than could otherwise have been accomplished.

Staff

The operating staff for the three phases of this project was as follows: Phase I - 1968-1969 Long Term - five university professors as discussion-training session leaders, one part-time project coordinator, one part-time secretary (not paid by project funds). Phase II - 1969 Summer - four lecturer-consultants, one visiting professor-consultant, two full time college student teacher supervisors, one coordinator of resources, one part-time secretary (not paid by project funds). Phase III - 1969-1970 Long Term - one university professor as discussion-training session leader, one part-time project coordinator, one part-time secretary (not paid by project funds).

Adequacy - Numbers

As to adequacy of staff in terms of numbers, Phase II - 1969 Summer was staffed with the right number of persons to carry out well the project expectations. Phase I and III had the right number of university professors, It is felt that additional follow-up visits to building principals between monthly discussion-training sessions during Phase I and additional follow-up visits to the twenty-nine participants in their classrooms during Phase II would have added depth and dimension to the total project effectiveness. At least a one-half time person added to the project budget for personalized follow-up would have been necessary. The budget was the limiting factor.

Adequacy - Effectiveness

As to adequacy of staff in terms of effectiveness, the project was fortunate in having a variety of consultants, lecturers, and coordinating staff persons who provided quality contributions to the project. In a very large measure, the successes of this project are directly attributable to the chief consultant Dr. John W. McFarland, Dean, School of Education, The University of Texas at El Paso. His dynamic, dedicated leadership added the dimension of inspiration to each phase of the project. His practical insight into the complex educational problems related to target youth of this project encouraged teachers to seek the unique solutions and to try again and again in their efforts to help children learn. In future projects it will be imperative to include on the consultant staff a leader of such stature.

Staff Orientation

During Phase I, a regularly scheduled meeting of university professors and the project director and coordinator was held prior to monthly small group sessions. This provided the opportunity to establish each time a frame of reference points to stress based on previous meetings for the discussion-training sessions. The prevailing desire of this group was to conduct each discussion beginning with concerns of the new teachers and then, if time permitted, move to the predetermined discussion points. Judging from evaluation comments of new teachers, an improvement would have been for the professors to have conducted each session along a more structured line. This would have eliminated some of the rehashing of some topics and provided time for other topics of interest.

Orientation procedures for persons brought into the project from time to time during Phase II invariably followed this format: a telephone conversation about the nature of the project, a confirming letter in which specific details were outlined, a conference with the person upon arrival to the project site and prior to contact with participants, and a follow-up visit after the contact with participants.

Phase III discussion-training sessions were preceded with careful orientation and preparation for the meetings. In the first meeting, an outline of topics to be included in the development of the handbook was developed. Each of the succeeding meetings were devoted to several of the topics.

Orientation Program

For Phase I, primary responsibility for orientation of participants was lodged with the local school administrative staff, assisting teachers, and counselors who would be working in the small group discussion-training sessions. This

approach was used in recognition of the responsibility the local school district has for working with its own employees. Because of the number of new teachers involved in six separate districts, orientation of new teachers had to be delegated to each campus level. This also provided opportunity for building principals to arrange for a one-to-one buddie-assignment system for each new teacher.

For Phase II, separate orientation meetings were held for the summer scholar student teachers and for the cooperating teachers who supervised the summer scholars in their directed teaching activities.

For Phase III, the initial meeting of the year served as orientation and planning for the succeeding meetings. The second contact with the participants was a personal, private consultation between the summer scholar and the project chief consultant, in which the consultant discussed his evaluation of the progress shown by the summer scholar from the beginning of the summer teacher experience and the end. This evaluation was based on two tape recordings each summer scholar made of lessons he conducted. The evaluation form used was one designed by Dr. Marcella Lawler, Teachers College, Columbia University. These two meetings served as orientation for the last portion of the project.

Program Operation

Problems

Each phase of the project moved smoothly and naturally from one to the next. Problems experienced in the operation of this project relate more to the arrangement of meeting times when needed operating personnel could meet together for planning and work conferences. Each of the university professors, the school superintendents, and the evaluation consultant have busy schedules. Planning and project review meetings necessarily had to be scheduled when the chief project consultant came from 750 miles away to carry out project assignments. The evaluation consultant could leave her job in New York only at one certain time. She served as consultant on another Region One project and doubled as consultant to this project. Thus, on a few occasions, planning conferences had to be set at less advantageous time for all to be present. This necessitated additional communication meetings to bring all persons up to date. Meanwhile, the project continued. The help of an additional aforementioned one-half time person to the project would have been of much valuable help at these times.

Because of the problems mentioned above, it would be better for project operations to use quality consultants close at hand. If, as in our case, such consultants are not available close by, it would be better to endure the problems in order to have the quality needed to insure a successful project.

Extent Objectives Met

Since original project objectives were not behaviorally stated, a judgmental scale of completion was applied. Judgment is based on collected evaluation data from project participants. The scale used is as follows:

1. Unable to evaluate.
2. Little or no progress toward completing the objective.
3. Objective partially achieved.
4. Noticeable achievement of objective.
5. Total achievement of objective.

For all project objectives the rating indicated is 4 - noticeable achievement of objective.

Related Project Activity and Supportive Data: Three hundred fifty-seven new teachers in six school districts participated in six professor led discussion-training sessions.

About these sessions as to helpfulness in clarifying the purposes and functions as a Valley teacher, 70% said it was valuable to hear other teachers' ideas; 59% said the meetings were evidence that someone is concerned; 51% said they were helped to understand more clearly their pupils; 48% other teachers; 74% said they felt a significant opportunity to help boys and girls; 68% felt they worked with a friendly, cooperative faculty; 61% felt they had a friendly cooperative administration; 66% checked that they felt the orientation program indicated genuine interest by the administration in beginning teachers; 57% that they gained a feeling there was a desire for beginning teachers to continue to teach in their school; 54% that beginning teachers are felt to be important; 52% that the program indicated a helpful attitude; 72% checked that they intended to return to the school district the following year.

Twenty-nine new teachers enrolled and taught in a specially designed summer student teaching program.

Typical comments expressed after the 1969-1970 schol year started and which were related to the summer experience are these:

"The summer program helped me become more aware of the reading problem of students. As a teacher of English, I have been able to study each individual more closely than I would have if I had not engaged in the program."

"To be truthful, it (summer student teaching) gave me a chance to see the opportunities in teaching, and it certainly gave me some ideas (to use)."

Summer student teachers continued in Phase III of the project. The project of this group was the production of a handbook for new teachers. Two questions were posed to the group. They were told, "You were new teachers last year. You were in discussion-training sessions. You had a unique summer student teaching experience. With these experiences behind you, let us seek to answer these questions: What do you now wish you had known when you started teaching last year? What advice would you give new teachers who will be teaching poverty stricken pupils in South Texas schools?"

Interaction of the participants during the ensuing work sessions provided the basis for professor led instruction. The final product, Handbook for New Teachers, was reproduced, and over 3,500 copies have been distributed to school districts in the seven counties which comprise Region One Education Service Center. The chief consultant used the handbook in orientation trianing meetings for 400 new teachers on August 26, 27, 28, 1970, as they prepared to begin a teaching career. Each received a copy of the handbook.

The participants in Phase III were asked to evaluate their experience. One question was, "In what specific ways have (the handbook editing sessions) helped you in the classroom?"

Representative answers are these:

"(I have) obtained different views and opinions, gotten ideas on subject matter

and... discipline problems."

"Became more aware of individual differences among students, having taught mixed-ability students in non-elective type subjects."

"The afternoon meetings were very helpful to me. First, the division of the class into groups has helped me. Second, the discussion by Mr. King (consultant-lecturer on the culture of the disadvantaged child) has also helped me."

"The student teaching experience this summer has really been the key to my teaching."

"First of all the summer student teaching institute gave me more confidence. The college supervisor's observations gradually showed my improvements."

"The institute improved my lesson planning and overall classroom organization. I seem to be able to organize my planning much faster and more meaningfully."

"I am using visual aids this year, something I didn't do at all last year."

"I learned to keep my mouth quiet and let the students interact."

"I found my summer student teaching experience valuable because I had a chance to observe another teacher, to see how he operated the classroom, especially in the area of discipline."

"I keep remembering different tactics that my cooperating teacher used to get the children to work."

"Continued emphasis on availability of help from others."

"The book and these meetings have helped to understand my students better, helped me to want to try again, and helped me to dissipate disappointments I feel in my teaching. It makes me want to try again."

"In solving the problems that constantly arise with the students, (new) teachers who get the handbook, I do not feel, will fully understand the importance of the printed suggestions because of the lack of examples, I, however, heard all the examples and am glad to have been one of the chosen ones."

The nature of this project required that orientation for new teachers begin at the beginning of a school term, actually in August, 1968. Project funds could be spent beginning 6 December 1968. This was ample time to prepare for Phase II and Phase III. The ending date, 30 September 1970, provided ample time for closing the project.

Evaluation

In Phase I, each professor kept a log of problems, ideas, gratifications, and other points discussed at each group discussion-training session. These points of discussion were reviewed after the monthly visits and formed the basis for points to be brought up next month. At the last meeting, participants were asked to complete a questionaire. Results were tabulated and a report was prepared. A copy is included in this report.

A special evaluation procedure was formulated by Dr. Marcella Lawler, Teachers College, Columbia University, for Phase II.

This included special evaluation activities to be carried out by the cooperating teachers assigned to each summer scholar, by the college student teaching supervisors, and by the summer scholars.

For Phase III, participants completed an open statement questionaire. They answered in any way they felt appropriate to a set of statements which related to various objectives of the project.

One of the objectives was to provide encouragement for new teachers to continue to teach in their selected Rio Grande border school systems. In one instrument, 72% of the respondents said they intended to return to the school district in which they were teaching for the following school year. Another set of statistics show the following improvement (decrease) in recruitment of new teachers to replace new teachers in the project.

	Avg.of Est.No. of New Teachers for Past 3 Years	No.of Teachers in Project During 1968-1969	No.of New Teachers Leaving After 1968-69 School Yr.	Improvement Over Past 3 Year Average	No.of Teachers in Project Returning in 1969-70	% Retention of Teachers in the Project
Donna	38	48*	14	63%	34	71%
Edinburg	60	46	21	65%	25	54%
McAllen	20	102*	31	-55%†	71	70%
Mission	27	41*	17	37%	24	59%
P.S.J.A.	74	51	18	76%	33	65%
Weslaco	45	69*	38	16%	31	45%
	264	357	139	47%	218	61%

* These schools included some teachers who were experienced but who were new to this school district.

† Reflects current trend of McAllen's having to fill vacancies with new teachers rather than with experienced personnel as has been the case the past few years.

Follow-up Evaluation

Follow-up evaluation of the effectiveness of the project will center primarily on the Phase III participants. This group experienced all three phases. Determination of which activities were most effective can best be made from this group.

III. CONCLUSIONS

Evident Change in Participants

New teachers participating became aware that other teachers faced the same problems that bothered them. Some became involved in helping their colleagues.

Considerable discussion of Valley students led to deeper understanding of pupils, as exemplified in Handbook for New Teachers, especially pages 1-2. Whereas some new teachers had ought of many students as apathetic, they began to see that the language barrier of differences in culture prevented manifestations of interest and that, in some cases, poor planning or lack of planning caused apathy.

Many of the new teachers resolved to plan learning experiences more effectively.

Many learned of new resources available.

There was much discussion of communications. Many established contact with other new teachers and exchanged ideas. After the meetings, some felt freer to contact their principals and experienced colleagues.

The most often expressed changes in feelings which participants verbalized, particularly during and after Phases II and III, was that of increased confidence and increased desire to help and encourage children to learn, realizing that many of these students have additional difficulties which hinder their learning opportunities.

Evident Change in Institutions

Pan American College: Pan American College is now seeking ways to make student teaching a regular course offering each summer, a summer educational offering which is unique in Texas. Also, professors are using copies of the Handbook for New Teachers with their student teachers during the present, 1970-1971, school year as a teaching tool.

Participating LEA's: According to the evaluation survey, administrators have increased their efforts to assist new teachers to become more quickly and better related to their new teaching roles.

Major Strengths and Weaknesses of the Project

STRENGTHS: The manifestation of interest in new teachers individually and as a group gave new confidence and tied new teachers to their school districts. They appreciated the meetings as a concern of the school.

The meetings in small groups permitted each teacher to express himself freely. There were many open expressions of problems. The fact that the consultant had no authority over them and yet had the experience to understand encouraged freedom of expression.

Establishing contact among new teachers helped. They were resourceful in helping each other.

The meetings established contact with Region One Education Service Center. New teachers learned of its potential services. Meeting the project coordinator or other representatives of Region One helped.

Having someone to listen to complaints or problems or ideas for improvement provided catharsis.

A bridge between college and public-school teaching impressed upon the new teachers the applications of what they had learned in college.

Features Contributing Most to Project Successes

1. High quality, energetic, dynamic leadership from the chief consultant.

2. An attitude of willingness to improve and to try new things on the part of participating local school top administrators.

3. Manifest support of administrators. Meetings of administrators with Region One officials to plan project were important. In some school districts, the superintendent or other central official conferred with consultants and facilitated meetings. When the principal or assistant principal showed interest in meetings, the project was more effective.

4. Providing someone to listen patiently to things new teachers wanted to say.

5. Analysis of questions and complaints by an experienced educator who could help the questioner to gain understanding and who, in some instances, could oppose a bad idea or argue against a fallacy.

6. Central coordination of the project by Region One which provided liaison and communication between meetings. Arrangements for time and place. Introductions. Continuity with the future.

Chief Reasons for Problems

1. Time constraints - Teachers and principals sometimes resented interference with regular classes, taking teachers out of class. Teachers sometimes failed to attend early morning or late afternoon or evening meetings. The chief consultant faced travel problems and sometimes lacked sufficient for proper preparation between meetings. In several instances he had to travel all night which decreased his vigor.

2. In some instances, lack of preparation and emphasis by principals.

3. Not sufficient follow-up by principals. This year principals and others should be holding small group discussions with new teachers. It would be interesting to discover how many schools are having such meetings in 1970-1971.

Unique Features and Their Contribution Toward Attaining Objectives

1. The small group discussion holds the key to effectiveness of orientation of new teachers.

A consultant meets with new teachers and LISTENS to them. They feel free to talk in a supportive, friendly atmosphere. The sympathy, empathy, and resourcefulness of the consultant contribute to effectiveness.

2. Summer student teaching was a unique experience in Texas. Other colleges are now following.

   The certification provision that allows substitution of two years of successful full-time teaching experience plus six semester hours advanced college credit for student teaching permits a teacher to miss the values of cooperative supervision of his student teaching. The summer scholars had the advantage of doing student teaching under carefully selected, wise cooperating teachers after one year of emergency permit teaching. The summer scholars perceived opportunities for improving their teaching. Tapes and conferences with consultants contrasting their teaching at beginning of summer and after eight weeks of teaching awakened them to potentialities for improvement.

3. Participation of new teachers in developing and editing the Handbook for New Teachers. These new teachers conferred with their colleagues, reviewed their experiences, and consulted with professors and Region One personnel in developing suggestions to help beginning teachers.

Candid Expression of Project Accomplishment

1. It awakened a wide range of Valley administrators to the problem of new teachers leaving the Valley after only one or two years of teaching experience here and to the fact that something can be done about it. One can't prevent teachers from leaving for higher salaries or for marriage or to be nearer home, but one can ameliorate dissatisfactions over not understanding students or parents and adjusting to a different culture. One can improve communications.

2. It convinced many new teachers that somebody cares, that resources and help are available.

3. It opened communications channels for new teachers.

4. It produced a Handbook for New Teachers that should be helpful to beginning teachers, particularly along the Rio Grande and throughout the Southwest. It is being used in El Paso, Laredo, Austin, New Mexico, Houston, and Florida.

5. It introduced new teachers to Region One Education Service Center and its services.

IV. APPENDIX

REGION ONE EDUCATION SERVICE CENTER
111 NORTH TENTH STREET-EDINBURG, TEXAS 78539
512 DU3-5341 - POST OFFICE BOX 307

ORGANIZATIONAL MEETING SCHEDULE
for
NEW TEACHER ORIENTATION PROJECT

Wednesday, August 21

9:00 a.m.	Edinburg principals and counselors Edinburg Administration Building
10:00 a.m.	Edinburg teacher group leaders Edinburg Administration Building
12:00 noon	Dutch Treat Luncheon Echo Motor Hotel, Edinburg Superintendents, local districts' coordinators, PAC consultants, Region One staff
3:00 p.m.	Pharr-San Juan-Alamo principals and counselors PSJA Administration Building
4:00 p.m.	Pharr teacher group leaders PSJA Administration Building

Thursday, August 22

9:00 a.m.	Donna principals and counselors
10:00 a.m.	Donna teacher group leaders
2:00 p.m.	Weslaco principals and counselors
3:00 p.m.	Weslaco teacher group leaders

Friday, August 23

9:00 a.m.	McAllen principals and counselors
10:00 a.m.	McAllen teacher group leaders
2:00 p.m.	Mission principals and counselors
3:00 p.m.	Mission teacher group leaders

REGION ONE EDUCATION SERVICE CENTER
111 NORTH TENTH STREET-EDINBURG, TEXAS 78539
512 DU3-5341 - POST OFFICE BOX 307

13 January 1969

TO: New Teacher Orientation Project Schools

FROM: Jim Cherry, Assistant Director for Planning and Program Development

SUBJECT: Revised Schedule for Meetings

Because Dr. John McFarland, Chief Consultant for the New Teacher Orientation Project, will not be able to be with us in January (eye operation), it has become necessary to alter our schedule of meetings for the remaining months. You will recall that dates for April meetings were set, but specific plans were left open. This provides the solution for assuring that Dr. McFarland will meet with each school as originally planned.

Here is the general plan for revision: No meetings on January 20, 21, 22 will be held in any project schools and the Progress Report Meeting for Principals will be postponed until February 18. The January meetings will be held on the February dates, the February meetings on the March dates and the March meetings on the April dates. This way, consultants stay in the same order with schools.

This general plan requires that the following date changes be made in consultant schedules and school schedules:

Dr. McFarland: No date changes

Revised schedule:	2-18-69	Tuesday	Donna
	2-19-69	Wednesday	Edinburg
	3-25-69	Tuesday	Weslaco
	3-26-69	Wednesday	PSJA
	4-29-69	Tuesday	Weslaco
	4-30-69	Wednesday	PSJA

Dr. Gilmore: Meet in McAllen on Tuesday, April 29 rather than on Wednesday April 30.

Revised schedule:	2-19-69	Wednesday	PSJA
	3-26-69	Wednesday	McAllen
	4-29-69	Tuesday	McAllen

Mr. Simmons: Meet in Weslaco on Tuesday, February 18 rather than on Thursday, February 20. Also, meet in McAllen-Mission on Wednesday, April 30, rather than on Thursday, May 1.

Revised schedule:	2-18-69	Tuesday	Weslaco
	3-27-69	Thursday	McAllen-Mission
	4-30-69	Wednesday	McAllen-Mission

Mr. Youngman: No date changes

Revised schedule:	2-19-69	Wednesday	McAllen
	3-26-69	Wednesday	Edinburg
	4-30-69	Wednesday	Edinburg

Dr. Phillips: No date changes

Revised schedule:	2-20-69	Thursday	McAllen-Mission
	3-27-69	Thursday	Donna
	5-1-69	Thursday	Donna

McAllen: No date changes

Groups A, C, D, E, F:	2-19-69	Wednesday	Youngman
	3-26-69	Wednesday	Gilmore
	4-29-69	Tuesday	Gilmore
Groups B, G:	2-20-69	Thursday	Phillips
	3-27-69	Thursday	Simmons
	4-30-69	Wednesday	Simmons

Mission: No date changes

2-20-69	Thursday	Phillips
3-27-69	Thursday	Simmons
4-30-69	Wednesday	Simmons

Edinburg: No date changes

2-19-69	Wednesday	McFarland
3-26-69	Wednesday	Youngman
4-30-69	Wednesday	Youngman

Donna: Meet on Tuesday, February 18 rather than Thursday, February 20. Meet Thursday, May 1, to correct a printing error of Wednesday, May 1.

Revised schedule:	2-18-69	Tuesday	McFarland
NOTE: Group time schedules given for Feb. and Mar. will be followed in Feb., Mar., and Apr.	3-27-69	Thursday	Phillips
	5-1-69	Thursday	Phillips

PSJA: No date changes

2-19-69	Wednesday	Gilmore
3-26-69	Wednesday	McFarland
4-30-69	Wednesday	McFarland

Weslaco: Meet on Tuesday, April 29, rather than on Thursday, May 1.

Revised schedule:	2-18-69	Tuesday	Simmons
	3-25-69	Tuesday	McFarland
	4-29-69	Tuesday	McFarland

The Progress Report Meeting for Principals will be held on February 18. Further information giving final details will be sent later.

I am pleased to announce that Region One has been notified that our EPD Project proposal to support the New Teacher Orientation activities has been selected for funding. It will be necessary for Region One to negotiate with USOE for the final amount of funding. We have not yet been notified the date for this meeting.

If there are questions about this revised schedule, please call.

REGION ONE EDUCATION SERVICE CENTER
111 NORTH TENTH STREET-EDINBURG, TEXAS 78539
512 DU3-5341 - POST OFFICE BOX 307

NEW TEACHER ORIENTATION PROJECT

HAROLD DOOLEY
Executive Director

JIM CHERRY
Assistant Director for Planning

JOHN McFARLAND
L. D. GILMORE
PHYLLIS PHILLIPS
THOMAS SIMMONS
L. A. YOUNGMAN
Consultants

Foreword

With the cooperation of school superintendents in six Valley schools, Pan American College, and Region One Education Service Center, this unique pilot project has been set up. It proposes to provide orientation to beginning teachers with the problems and potentialities of teaching poverty-stricken Mexican-American pupils in the Rio Grande border schools.

During the year visiting consultants from Pan American College and Dr. John McFarland of the University of Texas at El Paso served as on-site advisors and conferees to small discussion groups of new teachers to help them gain a more complete understanding of the role of the teacher in Valley schools.

Participating school districts are these:

Donna Independent School District, Mr. Philip Fowler, Superintendent

Edinburg Consolidated Independent School District, Mr. T. S. Pickens, Superintendent

McAllen Independent School District, Mr. S. P. Cowan, Superintendent

Mission Independent School District, Mr. Kenneth White, Superintendent

Pharr-San Juan-Alamo Independent School District, Mr. Dean Skiles, Superintendent

Weslaco Independent School District, Mr. M. N. Henson, Superintendent

CONSULTANT COORDINATING COUNCIL SCHEDULE

DATE	DAY	TIME	PLACE
9-26-68	Thurs.	6:30 a.m.	Echo Coffee Shop
10-17-68	Thurs.	6:30 a.m.	Echo Coffee Shop
11-13-68	Wed.	6:30 a.m.	Echo Coffee Shop
1-21-69	Tues.	6:30 a.m.	Echo Coffee Shop
2-19-69	Wed.	6:30 a.m.	Echo Coffee Shop
3-26-69	Wed.	6:30 a.m.	Echo Coffee Shop
~~4-30~~ 5-1-69	~~Wed~~ Thurs	6:30 a.m.	Echo Coffee Shop

CHIEF CONSULTANT SCHEDULE

NEW TEACHER ORIENTATION

	DATE	DAY	SCHOOL	NO. OF GROUPS
Dr. McFarland	9-26-68	Thurs	McAllen	6
	9-27-68	Fri.	McAllen-Mission	2 and 4
	10-16-68	Wed.	McAllen	6
	10-17-68	Thurs.	McAllen-Mission	2 and 4
	11-12-68	Tues.	Edinburg	5
	11-13-68	Wed.	Donna	3
	1-20-69	Mon.	Edinburg	5
	1-21-69	Tues.	Donna	3
	2-18-69	Tues.	Weslaco	4
	2-19-69	Wed.	PSJA	5
	3-25-69	Tues.	Weslaco	4
	3-26-69	Wed.	PSJA	5
	4-29-69	Tues.	To Be Scheduled	
	4-30-69	Wed.	To Be Scheduled	

PAN AMERICAN COLLEGE CONSULTANTS

NEW TEACHER ORIENTATION

CONSULTANT	DATE	DAY	SCHOOL	NO. OF GROUPS
Dr. Gilmore	9-26-68	Thurs.	Edinburg	5
	10-17-68	Thurs.	Edinburg	5
	11-13-68	Wed.	PSJA	5
	1-21-69	Tues.	PSJA	5
	2-19-69	Wed.	McAllen	6
	3-26-69	Wed.	McAllen	6
	4-30-69	Wed.	To Be Scheduled	

CONSULTANT	9-27-68	Fri.	Donna	4
Mr. Simmons	10-18-68	Fri.	Donna	5
	11-14-68	Thurs.	Weslaco	6
	1-22-69	Wed.	Weslaco	6
	2-20-69	Thurs.	McAllen-Mission	2 and 4
	3-27-69	Thurs.	McAllen-Mission	2 and 4
	5-1-69	Thurs.	To Be Scheduled	

CONSULTANT	9-26-68	Thurs.	PSJA	5
Mr. Youngman	10-17-68	Thurs.	PSJA	5
	11-13-68	Wed.	McAllen	6
	1-21-69	Tues.	McAllen	6
	2-19-69	Wed.	Edinburg	5
	3-26-69	Wed.	Edinburg	5
	4-30-69	Wed.	To Be Scheduled	

CONSULTANT	DATE	DAY	SCHOOL	NO. OF GROUPS
Dr. Phillips	9-27-68	Fri.	Weslaco	6
	10-18-68	Fri.	Weslaco	6
	11-14-68	Thurs.	McAllen-Mission	2 and 4
	1-22-69	Wed.	McAllen-Mission	2 and 4
	2-20-69	Thurs.	Donna	4
	3-27-69	Thurs.	Donna	4
	5-1-69	Thurs.	To Be Scheduled	

NEW TEACHER ORIENTATION SCHEDULE

McAllen, Texas

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
9-26-68	Thurs.	McFarland	7:30-8:20	High School	A
			7:30-8:20	High School	B
		Note: Groups B and G meet 9-27-68.	9:35-10:30	Lincoln JH	C
			10:35-11:30	Lincoln JH	D
			1:00-1:50	Bonham Elem.	E
			2:00-2:50	Bonham Elem.	F
			8:45-9:35	Milam Elem.	G
10-16-68	Wed.	McFarland	7:30-8:20	High School	A
			7:30-8:20	High School	B
		Note: Groups B and G meet 10-17-68.	9:35-10:30	Lincoln JH	C
			10:35-11:30	Lincoln JH	D
			1:00-1:50	Bonham Elem.	E
			2:00-2:50	Bonham Elem.	F
			8:45-9:35	Milam Elem.	G
11-13-68	Wed.	Youngman	7:30-8:20	High School	A
			7:30-8:20	High School	B
		Note: Groups B and G meet 11-14-68.	9:35-10:30	Lincoln JH	C
			10:35-11:30	Lincoln JH	D
			1:00-1:50	Bonham Elem.	E
			2:00-2:50	Bonham Elem.	F
			8:45-9:35	Milam Elem.	G

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
1-21-69	Tues.	Youngman	7:30-8:20	High School	A
			7:30-8:20	High School	B
		Note: Groups B and G meet 1-22-69.	9:35-10:30	Lincoln JH	C
			10:35-11:30	Lincoln JH	D
			1:00-1:50	Bonham Elem.	E
			2:00-2:50	Bonham Elem.	F
			8:45-9:35	Milam Elem.	G
2-19-69	Wed.	Gilmore	7:30-8:20	High School	A
			7:30-8:20	High School	B
		Note: Groups B and G meet 2-20-69.	9:35-10:30	Lincoln JH	C
			10:35-11:30	Lincoln JH	D
			1:00-1:50	Bonham Elem.	E
			2:00-2:50	Bonham Elem.	F
			8:45-9:35	Milam Elem.	G
3-26-69	Wed.	Gilmore	7:30-8:20	High School	A
			7:30-8:20	High School	B
		Note: Groups B and G meet 3-27-69.	9:35-10:30	Lincoln JH	C
			10:35-11:30	Lincoln JH	D
			1:00-1:50	Bonham Elem.	E
			2:00-2:50	Bonham Elem.	F
			8:45-9:35	Milam Elem.	G

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
4-29-69	Tues.		To Be Scheduled		A
			To Be Scheduled		B
			To Be Scheduled		C
			To Be Scheduled		D
			To Be Scheduled		E
			To Be Scheduled		F
			To Be Scheduled		G

NEW TEACHER ORIENTATION SCHEDULE

Mission, Texas

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
9-27-68	Fri.	McFarland	10:15	Junior High Teachers Lounge	B
			11:05	High School Conference Room	A
			1:30	Administration Bldg.Board Room	C
			2:45	Administration Bldg.Board Room	D
10-17-68	Thurs.	McFarland	10:15	Junior High Teachers Lounge	B
			11:05	High School Conference Room	A
			1:30	Administration Bldg.Board Room	C
			2:45	Administration Bldg.Board Room	D
11-14-68	Thurs.	Phillips	10:15	Junior High Teachers Lounge	B
			11:05	High School Conference Room	A
			1:30	Administration Bldg.Board Room	C
			2:45	Administration Bldg.Board Room	D
1-22-69	Wed.	Phillips	10:15	Junior High Teachers Lounge	B
			11:05	High School Conference Room	A
			1:30	Administration Bldg.Board Room	C
			2:45	Administration Bldg.Board Room	D
2-20-69	Thurs.	Simmons	10:15	Junior High Teachers Lounge	B
			11:05	High School Conference Room	A
			1:30	Administration Bldg.Board Room	C
			2:45	Administration Bldg.Board Room	D

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
3-27-69	Thurs.	Simmons	10:15	Junior High Teachers Lounge	B
			11:05	High School Conference Room	A
			1:30	Administration Bldg.Board Room	C
			2:45	Administration Bldg.Board Room	D
4-30-69	Wed.		To Be Scheduled		B
			To Be Scheduled		A
			To Be Scheduled		C
			To Be Scheduled		D

NEW TEACHER ORIENTATION SCHEDULE

Edinburg, Texas

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
9-26-68	Thurs.	Gilmore	8:10-9:10	Room 124 Edinburg HS	A
			9:15-10:15	Room 124 Edinburg HS	B
			11:00-12:00	Jefferson Elem. Library Center	E
			1:35-2:30	Edinburg Junior High	C
			2:35-3:30	Edinburg Junior High	D
10-17-68	Thurs.	Gilmore	8:10-9:10	Room 124 Edinburg HS	A
			9:15-10:15	Room 124 Edinburg HS	B
			11:00-12:00	Jefferson Elem. Library Center	E
			1:35-2:30	Edinburg Junior High	C
			2:35-3:30	Edinburg Junior High	D
11-12-68	Tues.	Dr.McFarland	8:10-9:10	Room 124 Edinburg HS	A
			9:15-10:15	Room 124 Edinburg HS	B
			11:00-12:00	Jefferson Elem. Library Center	E
			1:35-2:30	Edinburg Junior High	C
			2:35-3:30	Edinburg Junior High	D
1-20-69	Mon.	Dr.McFarland	8:10-9:10	Room 124 Edinburg HS	A
			9:15-10:15	Room 124 Edinburg HS	B
			11:00-12:00	Jefferson Elem. Library Center	E
			1:35-2:30	Edinburg Junior High	C
			2:35-3:30	Edinburg Junior High	D

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
2-19-69	Wed.	Youngman	8:10-9:10	Room 124 Edinburg HS	A
			~~9:15-10:15~~	Room 124 Edinburg HS	B
			11:00-12:00	Jefferson Elem. Library Center	E
			1:35-2:30	Edinburg Junior High	C
			2:35-3:30	Edinburg Junior High	D
3-26-69	Wed.	Youngman	8:10-9:10	Room 124 Edinburg HS	A
			9:15-10:15	Room 124 Edinburg HS	B
			11:00-12:00	Jefferson Elem. Library Center	E
			1:35-2:30	Edinburg Junior High	C
			2:35-3:30	Edinburg Junior High	D
4-30-69	Wed.		To Be Scheduled		A
			To Be Scheduled		B
			To Be Scheduled		E
			To Be Scheduled		C
			To Be Scheduled		D

NEW TEACHER ORIENTATION SCHEDULE

Donna, Texas

DATE	DAY	CONSULTANT*	TIME	PLACE	GROUP
9-27-68	Fri.	Simmons	1:35-2:30	Visual Aids Rm. Junior High	A
			2:45-3:45	New Pre-School Bldg.2600 Silver	B
10-18-68	Fri.	Simmons	1:35-2:30	Visual Aids Rm Junior High	A
			2:45-3:45	New Pre-School Building	B
			4:00-5:00	Migrant Bldg. Junior High	C
11-13-68	Wed.	McFarland	8:00-9:00	Visual Aids Rm. Junior High	A
			11:00-12:00	Migrant Bldg. Junior High	C
			2:45-3:45	New Pre-School Building	B
1-21-69	Tues.	McFarland	8:00-9:00	Visual Aids Rm. Junior High	A
			11:00-12:00	Migrant Bldg. Junior High	C
			2:45-3:45	New Pre-School Building	B
2-20-69	Thurs.	Phillips	8:00-9:00	Visual Aids Rm. Junior High	A
			9:00-10:00	New Pre-School Building	B
			11:00-12:00	Migrant Bldg. Junior High	C
3-27-69	Thurs.	Phillips	8:00-9:00	Visual Aids Rm. Junior High	A
			9:00-10:00	New Pre-School Building	B
			11:00-12:00	Migrant Bldg. Junior High	C

*Consultant should report to Mr. Fowler before going to the first group meeting each month.

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
5-1-69	Wed.		To Be Scheduled		A
			To Be Scheduled		B
			To Be Scheduled		C

NEW TEACHER ORIENTATION SCHEDULE

Pharr-San Juan-Alamo

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
9-26-68	Thurs.	Youngman	7:30	High School Conference Room	A
			10:30	Administration Bldg.Board Room	B
			1:00	Administration Bldg.Board Room	C
			9:00	Administration Bldg.Board Room	D
			2:30	Administration Bldg.Board Room	E
10-17-68	Thurs.	Youngman	7:30	High School Conference Room	A
			10:30	Administration Bldg.Board Room	B
			1:00	Administration Bldg.Board Room	C
			9:00	Administration Bldg.Board Room	D
			2:30	Administration Bldg.Board Room	E
11-13-68	Wed.	Gilmore	7:30	High School Conference Room	A
			10:30	Administration Bldg.Board Room	B
			1:00	Administration Bldg.Board Room	C
			9:00	Administration Bldg.Board Room	D
			2:30	Administration Bldg.Board Room	E
1-21-69	Tues.	Gilmore	7:30	High School Conference Room	A
			10;30	Administration Bldg.Board Room	B
			1:00	Administration Bldg.Board Room	C
			9:00	Administration Bldg.Board Room	D
			2:30	Administration Bldg.Board Room	E

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
2-19-69	Wed.	McFarland	7:30	High School Conference Room	A
			10:30	Administration Bldg.Board Room	B
			1:00	Administration Bldg.Board Room	C
			9:00	Administration Bldg.Board Room	D
			2:30	Administration Bldg.Board Room	E
3-26-69	Wed.	McFarland	7:30	High School Conference Room	A
			10:30	Administration Bldg.Board Room	B
			1:00	Administration Bldg.Board Room	C
			9:00	Administration Bldg.Board Room	D
			2:30	Administration Bldg.Board Room	E
4-30-69	Wed.		To Be Scheduled		A
			To Be Scheduled		B
			To Be Scheduled		C
			To Be Scheduled		D
			To Be Scheduled		E

NEW TEACHER ORIENTATION SCHEDULE

Weslaco, Texas

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
9-27-68	Fri.	Phillips	8:30-9:30	Houston Elem. Library	C
			9:30-10:30	Administration Bldg.Board Room	A
			10:30-11:25	Administration Bldg.Board Room	B
			1:00-1:50	Administration Bldg.Board Room	D
10-18-68	Fri.	Phillips	8:30-9:30	Houston Elem. Library	C
			9:30-10:30	Administration Bldg.Board Room	A
			10:30-11:25	Administration Bldg.Board Room	B
			1:00-1:50	Administration Bldg.Board Room	D
			2:00-2:50	Roosevelt Elem. School	E
11-14-68	Thurs.	Simmons	8:30-9:30	Houston Elem. Library	C
			9:30-10:30	Administration Bldg.Board Room	A
			10:30-11:25	Administration Bldg.Board Room	B
			1:00-1:50	Administration Bldg.Board Room	D
1-22-69	Wed.	Simmons	8:30-9:30	Houston Elem. Library	C
			9:30-10:30	Administration Bldg.Board Room	A
			10:30-11:25	Administration Bldg.Board Room	B
			1:00-1:50	Administration Bldg.Board Room	D
2-18-69	Tues.	Dr.McFarland	8:30-9:30	Houston Elem. Library	C
			9:30-10:30	Administration Bldg.Board Room	A
			10:30-11:25	Administration Bldg.Board Room	B
			1:00-1:50	Administration Bldg.Board Room	D

DATE	DAY	CONSULTANT	TIME	PLACE	GROUP
3-25-69	Tues.	Dr.McFarland	8:30-9:30	Houston Elem. Library	C
			9:30-10:30	Administration Bldg.Board Room	A
			10:30-11:25	Administration Bldg.Board Room	B
			1:00-1:50	Administration Bldg.Board Room	D
5-1-69	Thurs.		To Be Scheduled		C
			To Be Scheduled		A
			To Be Scheduled		B
			To Be Scheduled		D

FAVORABLE COMMENTS

Other teachers that were "old" to the system seemed to be the most helpful, as were supervisors who, on their own initiative, offered assistance.

Achievements and gratifications in this year's teaching and techniques

and methods that worked well.

Suggested that a calendar of events be published each month. School handbook would be helpful.

Edinburg Positive Comments

Much more spirit than found in other schools where teachers have taught.

Strong leadership and excellent discipline.

Freedom of "open" halls and class rooms very excellent. New teachers voiced consensus of approval.

No clique of "old" teachers -- rapport of new and old very good. Experienced teachers unusually helpful, and their help is highly appreciated.

Special abilities grouping has possibilities; however, one test is not enough for this grouping.

.....

The thrill of hearing a child speak her first word in the classroom and on the school ground in February after going through Head Start and five months in the first grade.

The thrill of watching a school-hating child turn to a school-loving child.

OBJECTIVES FOR AND PLACE OF LESSON IN RELATION TO OTHER WORK

Scholar-teacher's statement of objectives for the summer's work for the pupils.

1.
2.
3.

Scholar-teacher's statement of objectives for this lesson.

1.
2.
3.

What is the place of this lesson in relation to the work of:

1. the day before
2. the day after
3. the total summer

Description
of
Pupil Classroom Encounters

Marcella R. Lawler
Teachers College, Columbia University

A limited number of suggestions under each "Encounter" to trigger thinking of possible areas to look for.

Content Taught

1. What is being taught? Describe with example.
2. What is the source of the content? Textbook, magazines, paperback books, newspapers, combination of any or all of these names. Include titles, publication dates.
3. What is teacher's reason for using this content?
4. In the assignment of the lesson to follow does the teacher take the student in on the purposes of the Assignment? Does the student suggest purposes he would like to achieve?
5. Etc.

Teaching Strategies

1. What teaching strategies does the teacher employ?
   a. Reading to the pupils?
   b. Having the pupils read individually or collectively?
   c. Raising questions?
   d. Demonstrating individually processes of skills to the class?
   e. Including the class in the teaching process by putting items of homework on the chalkboard for later analysis by individuals in the group?
   f. Dividing class time for pupils to engage in individual or small group research?
   g. Working with individuals and/or small groups on problems?
   h. Using tape recorders or other recording devices to read to or speak to for analysis?

2. Does the teacher attend to the individual learning styles of students? Describe strategies used.

3. See "Other Role Behaviors" for other possible suggestions.

4. Etc.

Language Behavior

1. What kinds of questions does the teacher raise?
   a. To gain future information always.
   b. To cause pupils to synthesize.
   c. To cause pupils to evaluate.
   d. To cause pupils to analyze.

2. Does the teacher encourage or discourage pupils with his language?

3. Do the students seem to understand teacher explanations?

4. Does the teacher tend to draw ideas from the pupils?

Language Behavior, continued

5. Does the teacher lecture primarily?
6. Etc.

Other Role Behavior

1. By facial expression, pat on the back, or grimace, smile, does the teacher encourage or discourage pupils?

2. Does the teacher bring materials in to individuals or small groups to encourage interests or help with research?

3. Does the teacher provide opportunities for students to easily pursue depth work? Easy management of library permits. Easy access to other teachers or sources in the school; in the community?

4. Has the teacher planned various arrangements within the room which allow for a wide variety of activities in the class, facilitates pupil discussion of ideas presented by other pupils?

Learning Environment

1. Is the classroom clean, pleasant, attractive?

2. Is the room large enough to allow for a variety of activities?

3. Is the room arranged to facilitate a variety of learning activities?

4. Is there storage space for equipment and materials that facilitate an uncluttered environment?

5. Is there mutual respect and liking for people evidenced in the class? Teacher to pupil, pupil to teacher, pupil to pupil?

6. Are there attractive display areas for instruction related materials and for pupil work?

7. Is there book shelving that allows for reference materials for particular projects, temporary loan collections, etc.?

8. Etc.

Time, Space, Personnel

1. Is there a variety in the use of time within a class period? A day? A week? ("The teacher reports" on the last two items. Examples.

2. Is the space utilized to facilitate the objectives for teaching?

3. What other personnel were in the classroom? Cooperating teacher, teacher aide.

4. What other resource personnel does the teacher use -- librarian, guidance workers, resource people from community, special teacher?

5. Etc.

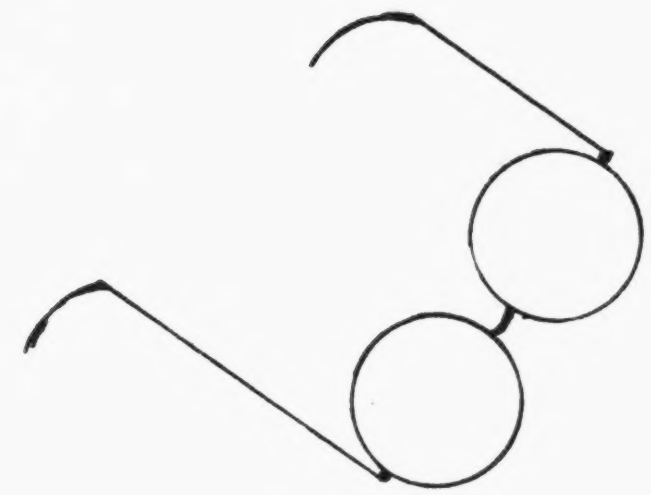
Evaluation

1. Describe all ways the teacher evaluates the student's production - verbal "good's", wrong, correct, etc.

2. Secure samples of any tests given to study.

3. Etc.

OTHER



WE'RE LOOKING

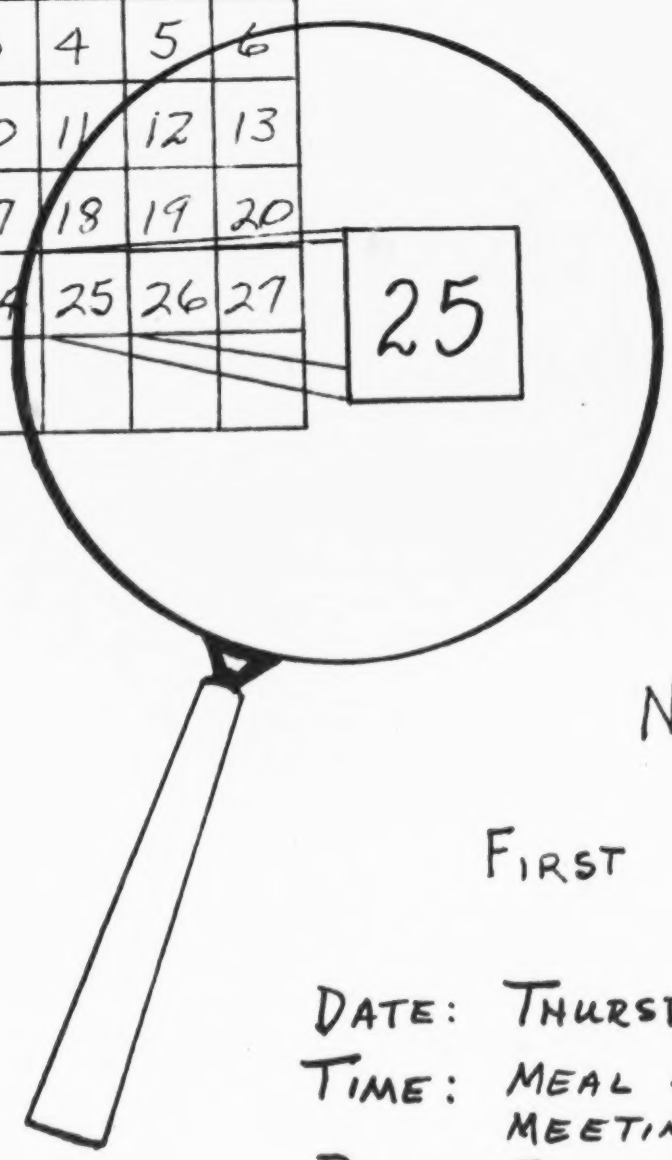
TO SEE

YOU

AT

SEPTEMBER 1969

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



NEW TEACHER ORIENTATION

FIRST IN-SERVICE SESSION

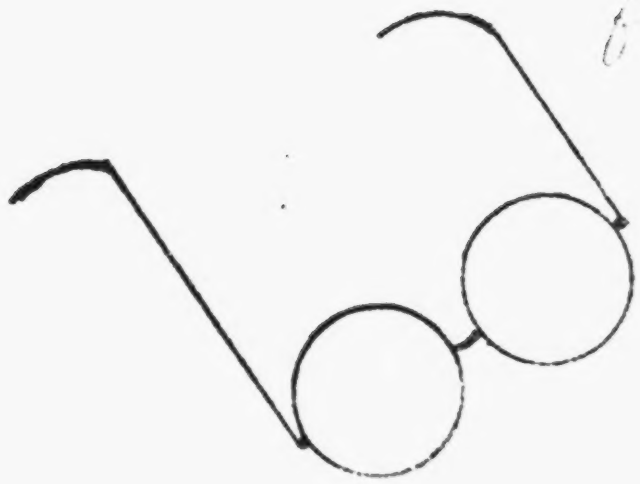
DATE: THURSDAY, 25 SEPTEMBER 1969

TIME: MEAL 5:30 - 6:00 - DUTCH TREAT
MEETING 6:00 - 8:30 p.m.

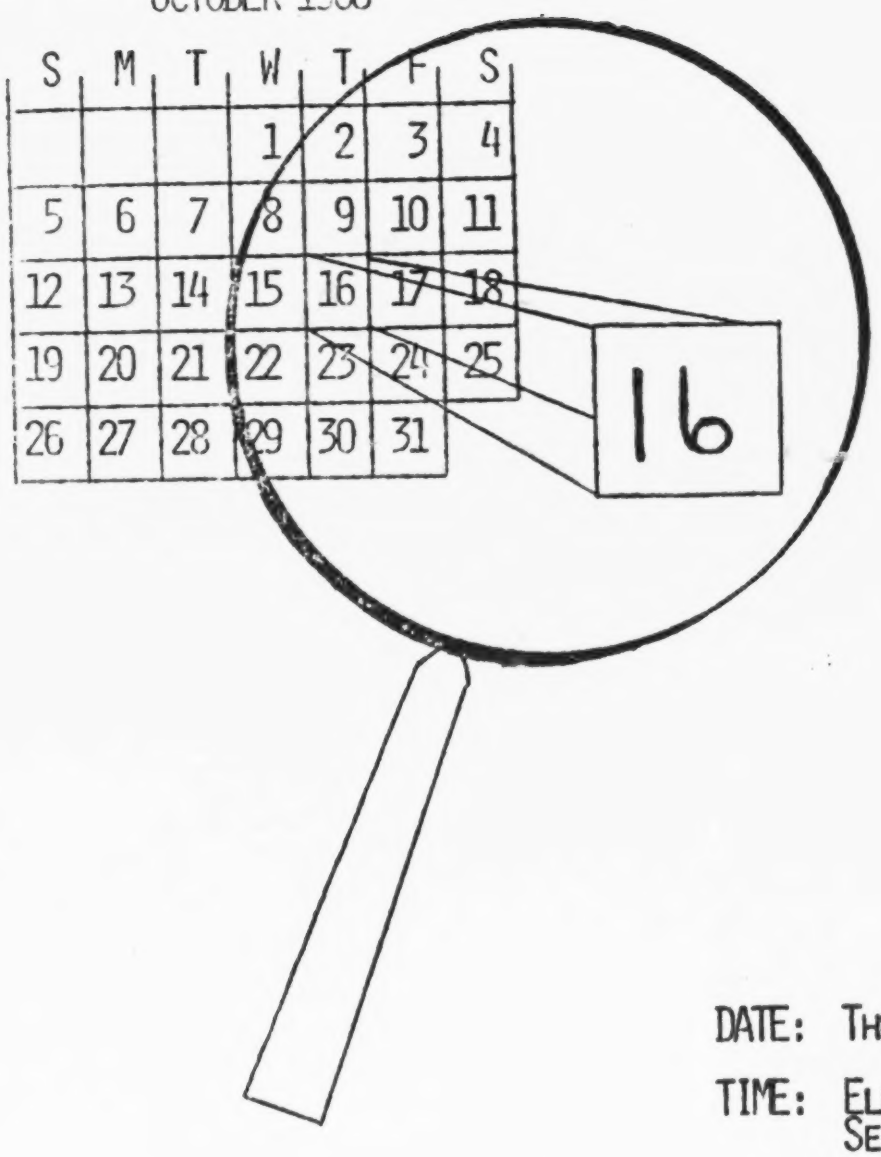
PLACE: ECHO MOTOR HOTEL, EDINBURG,
CHEVRON ROOM

CONSULTANT-LEADER: DR. JOHN McFARLAND,
UNIVERSITY OF TEXAS AT EL PASO

MILEAGE AND EXPENSE FORMS WILL
BE COMPLETED AT THE MEETING.



WE'RE LOOKIN
TO SEE
YOU
AT



NEW TEACHER ORIENTATION
SECOND IN-SERVICE SESSION

DATE: THURSDAY, OCTOBER 16, 1969

TIME: ELEMENTARY GROUP 4:30 - 7:00
SECONDARY GROUP 6:00 - 8:30

PLACE: ECHO MOTOR HOTEL, EDINBURG,
CHEVRON ROOM

CONSULTANT-LEADER: DR. JOHN MCFARLAND
UNIVERSITY OF TEXAS AT EL PA

NOTE: BRING YOUR LIST OF IDEAS FOR THE HANDBOOK

MILEAGE AND EXPENSE FORMS WILL
BE COMPLETED AT THE MEETING.

REGION ONE EDUCATION SERVICE CENTER
101 SOUTH TENTH STREET, EDINBURG, TEXAS 78539
512/383-5611

A SPECIAL NOTICE

NEW TEACHER ORIENTATION

DUE TO A CONFLICT IN DR. MCFARLAND'S SCHEDULE, THE NOVEMBER 13TH MEETING DATE MUST BE ALTERED. WE HAVE RESCHEDULED IT FOR DECEMBER 4TH IN THE MING ROOM AT THE ECHO MOTOR HOTEL IN EDINBURG. DR. MCFARLAND WILL BE HERE THE 3RD AND 4TH, AND DURING THE NEXT FEW WEEKS, WE WILL DEVELOP THE SCHEDULE OF CONFERENCES FOR THOSE TWO DAYS IN DECEMBER. WHEN THE SCHEDULE HAS BEEN DRAFTED, YOU WILL RECEIVE A COPY FOR CONFIRMATION OF TIME AND PLACE. A REMINDER NOTICE OF THE DECEMBER MEETING WILL BE SENT.

Jim Cherry

REGION ONE EDUCATION SERVICE CENTER
101 SOUTH TENTH STREET, EDINBURG, TEXAS 78539
512/383-5611

November 6, 1969

TO: The NTO Participant Addressed

Enclosed is a suggested time schedule for conferences with Dr. McFarland. We have interrupted normal class schedules as little as possible. We feel that the changes we did make are necessary, as you can see the large area Dr. McFarland will have to cover in only two days.

Please make arrangements for a private meeting place in your building for your conference with Dr. McFarland. It will save time if you will plan to meet Dr. McFarland at the principal's office. We have allowed 25 minutes for each conference, and any time you save will be helpful. Where two or more of you are in the same building, possibly you can arrange for one conference location and each come to that place for your meeting.

If there are any serious conflicts in your meeting time, or if you will not be able to meet, please let me know.

Jim Cherry

Jim Cherry, Director
Planning and Program Development

WED., DEC.3	Conf. Time	Place	Person
	A.M.		
	7:30-8:00	Rio Grande City Ringgold Intermediate	Maria Celia Pena
	8:50-9:15	Pharr Jefferson Jr. High 714 E. Highway in Pharr	Rosalinda Champion
	9:30-9:55	Pharr High School 3/4 South I Road	Rosalinda Franco
	10:00-10:25	" " "	Marvin Morris
	10:45-11:10	Whitney Elementary 1600 West Kelly	Helen Price
	11:30-11:55	Pharr High School	Paul Earls
	P.M.		
	1:00-1:25	" " "	Johnnie Leal
	1:30-1:55	" " "	JoAnn Doffing
	3:30-3:55	Brownsville El Jardin Elementary 5 1/2 Mile Boca Chica Blvd	Myrtle Norstum
	4:00-4:25	" " "	Virginia Valent
	4:30-4:55	" " "	Barbara Peek
THU., DEC.4	A.M.		
	7:30-8:00	Edinburg Edinburg High School 601 W. Country Club Drive	Vida Burch
	8:00-8:30	" " "	Noe Perez
	9:00-9:30	Mission Mission Jr. High 415 East 14th	Adelina Bazan
	10:15-10:40	Donna Le Noir Jr. High	Oscar Garcia
	10:50-11:15	Donna Migrant Jr. High	Jonas Ybarra
	11:20-11:45	" " "	Janet Olson
	11:50-12:15	" " "	Eliezer Marroquin
	P.M.		
	1:30-1:55	McAllen Lincoln Jr. High 1601 N. 27th	Arturo Cantu
	2:05-2:30	Lamar Jr. High 1009 North Tenth	Horace Guerra
	3:00-3:25	Edinburg Echo Motor Hotel (lobby)	Ruth Johnson
	8:30-9:00	" " "	Maria Cristina Perez

RING OUT THE GLAD TIDINGS.

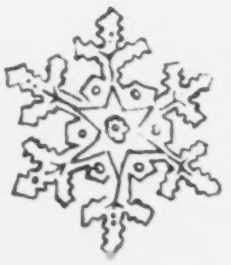
THE SCHEDULE FOR DR. MCFARLAND TO MEET WITH YOU IS ENCLOSED. NO CHANGE WAS SUGGESTED BY ANYONE. WE ARE LOOKING FORWARD TO SEEING YOU AT THE TIME INDICATED.

IT WILL BE HELPFUL IF YOU WILL:

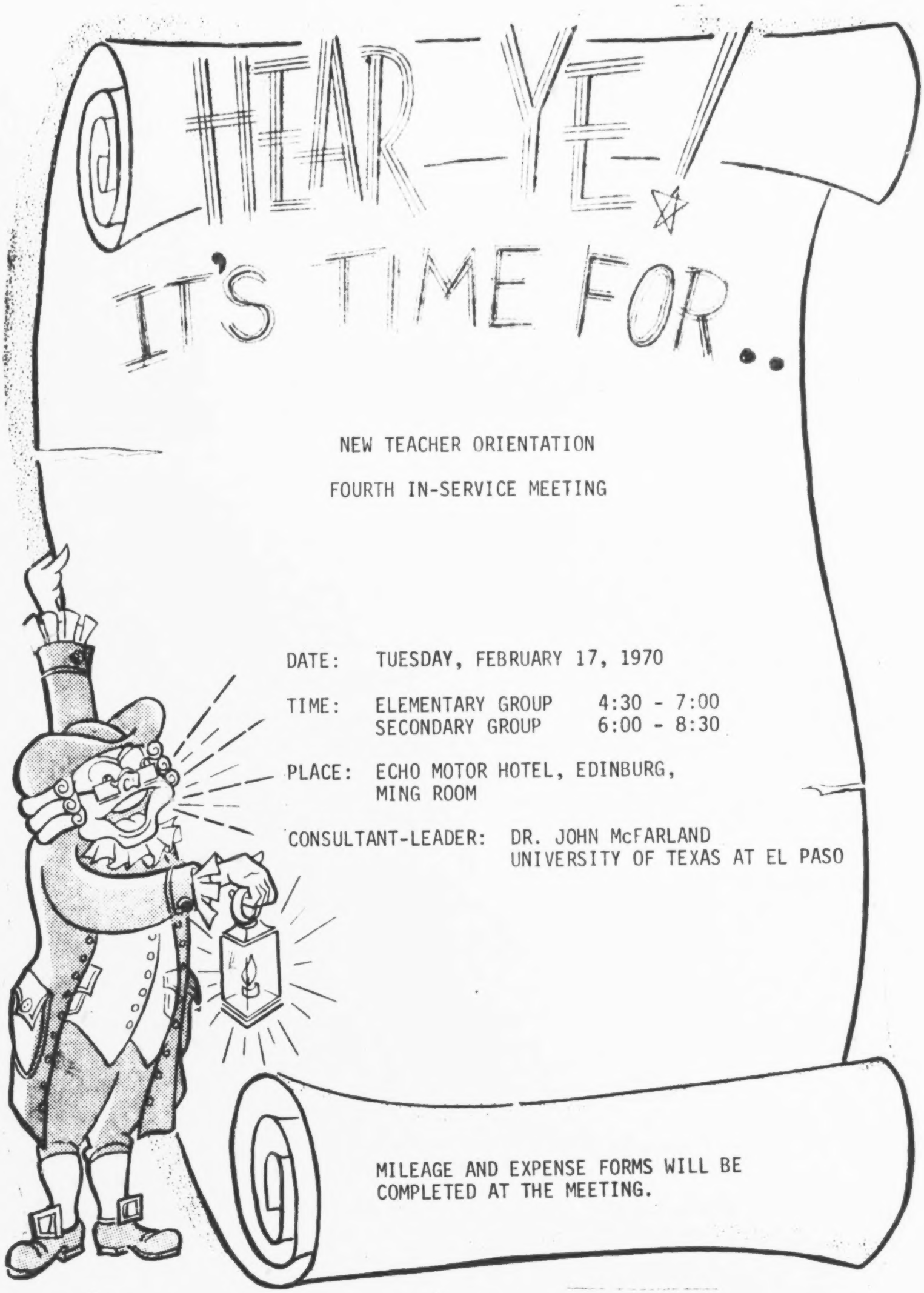
1. ARRANGE TO MEET DR. MCFARLAND AT YOUR PRINCIPAL'S OFFICE.
2. HAVE A MEETING PLACE ALREADY SELECTED.
3. WHERE MORE THAN ONE CONFERENCE IS SCHEDULED IN THE SAME BUILDING, PLAN TO MEET IN THE SAME ROOM.
4. TRY NOT TO WASTE ANY TIME, AS DR. MCFARLAND WILL BE ON A VERY TIGHT SCHEDULE.

THE THIRD IN-SERVICE MEETING WILL BE HELD FROM 4:30 TO 8:30 P.M. IN THE MING ROOM AT THE ECHO MOTOR HOTEL IN EDINBURG. PLEASE PLAN TO ATTEND AS THERE WILL BE MORE DISCUSSION ON THE HANDBOOK FOR NEW TEACHERS. ELEMENTARY - 4:30 - 7:00 SECONDARY - 6:00 - 8:30

This will be the last reminder until the January meeting, so have a Merry Christmas and a Happy New Year.



REGION ONE EDUCATION SERVICE CENTER
101 SOUTH TENTH STREET, EDINBURG, TEXAS 78539
512/383-5611



NEW TEACHER ORIENTATION

FOURTH IN-SERVICE MEETING

DATE: TUESDAY, FEBRUARY 17, 1970

TIME: ELEMENTARY GROUP 4:30 - 7:00
SECONDARY GROUP 6:00 - 8:30

PLACE: ECHO MOTOR HOTEL, EDINBURG,
MING ROOM

CONSULTANT-LEADER: DR. JOHN McFARLAND
UNIVERSITY OF TEXAS AT EL PASO

MILEAGE AND EXPENSE FORMS WILL BE
COMPLETED AT THE MEETING.

REGION ONE EDUCATION SERVICE CENTER
AC 512/383-5611 • 101 SOUTH TENTH
EDINBURG, TEXAS 78539

JUST A REMINDER

NEW TEACHER ORIENTATION

FIFTH IN-SERVICE MEETING

DATE: THURSDAY, MARCH 12, 1970

TIME: ELEMENTARY GROUP 4:30 - 7:00
SECONDARY GROUP 6:00 - 8:30

PLACE: ECHO MOTOR HOTEL, EDINBURG,
MING ROOM

CONSULTANT-LEADER: DR. JOHN McFARLAND
UNIVERSITY OF TEXAS AT EL PASO

NOTE: The Handbook for New Teachers is now being put together. Come and see what we've all done.

MILEAGE AND EXPENSE FORMS WILL BE COMPLETED AT THE MEETING.

REGION ONE EDUCATION SERVICE CENTER
AC 512/383-5611 • 101 SOUTH TENTH
EDINBURG, TEXAS 78539

JUST A REMINDER

NEW TEACHER ORIENTATION

SIXTH IN-SERVICE MEETING

DATE: THURSDAY, APRIL 16, 1970

TIME: ELEMENTARY GROUP 4:30 - 7:00
SECONDARY GROUP 6:00 - 8:30

PLACE: ECHO MOTOR HOTEL, EDINBURG
MING ROOM

CONSULTANT-LEADER: DR. JOHN McFARLAND
UNIVERSITY OF TEXAS AT EL PASO

SPECIAL CONSIDERATION WILL BE GIVEN TO
THE EVALUATION OF THIS PROJECT.

* *

* NOTE: *THIS WILL BE OUR LAST IN-SERVICE MEETING!* *
PLEASE COME AND SEE HOW THE NEW TEACHERS
* *HANDBOOK IS PROGRESSING.* *

* *

MILEAGE AND EXPENSE FORMS WILL BE COMPLETED AT THE MEETING.

REGION ONE EDUCATION SERVICE CENTER
AC 512/383-5611 • 101 SOUTH TENTH
EDINBURG, TEXAS 78539

NEW TEACHER ORIENTATION

CONSULTANT AND STUDENT TEACHING SCHEDULE

June 2 — Dr. McFarland - Open Institute - 1:30 p.m. - Pharr-San Juan-Alamo High School, South "I" Road, Pharr, Texas - Room 107 Homemaking Building - Cooperating Teachers and Student Teachers.

3 — Dr. McFarland - A.M. - Observe Donna Elementary Student Teachers
1:30 p.m. with Student Teachers - Rm 107 HMB

4 — Dr. Phillips and Mrs. Davis with Student Teachers at PAC 1:30 p.m.

5 — Mr. Tom Simmons - 1:30 p.m. with Student Teachers - Rm 107 HMB

6 — Donna Elementary Student Teachers and Cooperating Teachers plan together for coming week

9 — Dr. Silvaroli - A.M. Observe Donna Elementary Student Teachers
1:30 p.m. - Reading for Mexican-American Children - Cooperating Teachers and Student Teachers-Rm. 107 HMB

10 — Dr. Silvaroli - A.M. Observe Fulton Elementary Student Teachers - San Juan
1:30 p.m. - Elementary Student Teachers - Rm. 107 HMB

11 — Dr. Silvaroli - A.M. Observe Secondary Student Teachers - PSJA High School
1:30 p.m. - Secondary Student Teachers - Rm. 107 HMB

12 — Mr. Lee Jones - 1:30 p.m. - Rm. 107 HMB - All Student Teachers

13 — Cooperating Teachers and Student Teachers plan together for coming week

16 — Dr. Bermeister - A.M. PSJA High School English Class with Secondary Student Teachers as observers of diagnostic reading difficulties techniques.
1:30 p.m. - Cooperating Teachers and Secondary Student Teachers in Rm. 107 HMB

Mr. A. R. Ramirez - Region One Conference Room, 101 South Tenth, Edinburg,
1:30 p.m. with Elementary Student Teachers demonstrating ROCK (Region One Curriculum Kit)

17 — Dr. Bermeister - A.M. - Fulton Elementary Grade 3 with Elementary Student Teachers as observers of diagnostic reading difficulties techniques.
1:30 p.m. - Cooperating Teachers and Elementary Student Teachers in Rm 107 HMB

18 — Dr. Phillips and Mrs. Davis - 1:30 p.m. at PAC with Student Teachers

19 — Mr. Lee Jones - 1:30 p.m. - Rm 107 HMB - Media Seminar with all Student Teachers

20 — Cooperating Teachers and Student Teachers plan together for coming week

June 23 — Dr. Tom Wiley - A.M. - Observe Student Teachers
1:30 p.m. - Rm 107 HMB with Cooperating Teachers and Student Teachers - "Motivation of Poverty Students Toward Excellence"

24 — Dr. Tom Wiley - A.M. - Observe Student Teachers
1:30 p.m. with Student Teachers in Rm 107 HMB

25 — Dr. Phillips and Mrs. Davis - 1:30 p.m. at PAC with Student Teachers

26 — Mr. Lee Jones - 1:30 p.m. - Rm. 107 HMB - Media Seminar with Student Teachers

27 — Cooperating Teachers and Student Teachers plan together for coming week

30 — Dr. Silvaroli - Reading - A.M. Observe Secondary Student Teachers in PSJA High School
1:30 p.m. Cooperating Teachers and Student Teachers - Rm. 107 HMB

July 1 — Dr. Silvaroli - A.M. Observe Donna Elementary Student Teachers
1:30 p.m. Student Teachers - Rm 107 HMB

2 — Dr. Silvaroli - A.M. Observe Fulton Elementary Student Teachers
1:30 p.m. Student Teachers - Rm 107 HMB

3 — Dr. Silvaroli - A.M. Observe Secondary Student Teachers at PSJA High School
1:30 p.m. Student Teachers - Rm 107 HMB

4 — Holiday

7 — Brother Naegele - A.M. Observe Secondary Student Teachers at PSJA High School
1:30 p.m. Cooperating Teachers and Student Teachers
Rm 107 HMB - "Bicultural Sociological Concepts"

8 — Brother Naegele - A.M. Observe Donna Elementary Student Teachers
1:30 p.m. Cooperating Teachers and Student Teachers
Rm 107 HMB

9 — Dr. Phillips and Mrs. Davis - 1:30 p.m. at PAC with Student Teachers

10 — Mr. Lee Jones - 1:30 p.m. - Rm 107 HMB - Media Seminar with Student Teachers

11 — Cooperating Teachers and Student Teachers plan together for coming week

14 — Dr. Silvaroli - A.M. Observe Donna Elementary Student Teachers
1:30 p.m. Elementary Student Teachers - Rm 107 HMB

15 — Dr. Silvaroli - A.M. Observe Fulton Elementary Student Teachers
1:30 p.m. Elementary Student Teachers - Rm 107 HMB

16 — Dr. Silvaroli - A.M. Migrant Division
1:30 p.m. Student Teachers - Rm 107 HMB

July 17 Dr. Silvaroli - A.M. Observe PSJA High School Student Teachers
1:30 p.m. Secondary Student Teachers - Rm 107 HMB

18 Cooperating Teachers and Student Teachers plan together for coming week

21 Dr. Phillips and Mrs. Davis - 1:30 p.m. PAC with Student Teachers

22 Mr. Harvey King - A.M. Observe PSJA High School Student Teachers
1:30 p.m. Cooperating Teachers and Student Teachers Rm 107 HMB "Culture of Poverty and Its Impact"

23 Mr. Harvey King - A.M. Observe Donna and/or Fulton Elementary Student Teachers
1:30 - Cooperating Teachers and Student Teachers in Rm 107 HMB

24 Dr. Phillips and Mrs. Davis - 1:30 p.m. PAC with Student Teachers

25 *Last Day

* The Student Teachers in those schools that begin their Summer Program on June 9 are required, in order to comply with TEA certification criteria, to continue student teaching during the week of July 28 through August 1.

REGION ONE EDUCATION SERVICE CENTER
111 NORTH TENTH STREET-EDINBURG, TEXAS 78539
512 DU3-5341 - POST OFFICE BOX 307

ORGANIZATIONAL MEETING SCHEDULE
for
NEW TEACHER ORIENTATION PROJECT

Wednesday, August 21

9:00 a.m.	Edinburg principals and counselors Edinburg Administration Building
10:00 a.m.	Edinburg teacher group leaders Edinburg Administration Building
12:00 noon	Dutch Treat Luncheon Echo Motor Hotel, Edinburg Superintendents, local districts' coordinators, PAC consultants, Region One staff
3:00 p.m.	Pharr-San Juan-Alamo principals and counselors PSJA Administration Building
4:00 p.m.	Pharr teacher group leaders PSJA Administration Building

Thursday, August 22

9:00 a.m.	Donna principals and counselors
10:00 a.m.	Donna teacher group leaders
2:00 p.m.	Weslaco principals and counselors
3:00 p.m.	Weslaco teacher group leaders

Friday, August 23

9:00 a.m.	McAllen principals and counselors
10:00 a.m.	McAllen teacher group leaders
2:00 p.m.	Mission principals and counselors
3:00 p.m.	Mission teacher group leaders

REGION ONE EDUCATION SERVICE CENTER
111 NORTH TENTH STREET-EDINBURG, TEXAS 78539
512 DU3-5341 - POST OFFICE BOX 307

1 November 1968

TO: SUPERINTENDENTS OF SCHOOLS PARTICIPATING IN THE NEW TEACHER ORIENTATION PROJECT

FROM: Jim Cherry, Region One Education Service Center, Coordinator of New Teacher Orientation Project

SUBJECT: Progress Report of Consultants to Superintendents of Project Schools

Consultants have met with teachers in project schools in September and October. The November meetings will be in progress at the time of this reporting session to you. It is fitting that you have an opportunity to hear an interim report on the progress of this project.

DATE: Wednesday, 13 November 1968

TIME: 4:30 - 6:00 p.m. Reporting Session

6:00 - 6:30 p.m. Evening Meal

LOCATION: Edinburg, Echo Motor Hotel, Ming Room

JC:nw

REGION ONE EDUCATION SERVICE CENTER
101 SOUTH TENTH STREET, EDINBURG, TEXAS 7853[illegible]
512/383-5611

September 17, 1969

The New Teacher Orientation Project has set special plans for the 1969-1970 school term to continue working with those who participated in the student teaching project this past summer. Because of your experience thus far in this project, only you can share and contribute to the plans in a unique way. You are both invited and urged to continue your commitment with the project.

The plan calls for the group to meet six times during the school year with Dr. John McFarland, Dean of the College of Education, University of Texas at El Paso, serving as the consultant-leader. Certainly you know of and respect his expertise in the field of teacher education. The six meetings are scheduled for Thursday evenings on these dates: September 25, October 16, November 13, February 19, March 12, and April 16.

At the first meeting, Dr. McFarland plans to report to you on the evaluation of the classroom tapings you completed during the student teaching sessions this summer. Of course, you will want to hear the results of his evaluation. He will also discuss a program for developing skill in a variety of teaching techniques. We are hopeful that we can set up videotaping of each person in this effort. Dr. McFarland will also lead in the development of a Handbook-Guide for Beginning Teachers. You will be asked to share your concerns in the planning of this project.

To aid you in the expense of attending meetings, you will receive reimbursement per meeting of $5.00 per diem and ten cents (10¢) per mile round trip.

The first meeting will be held in the Chevron Room at the Echo Motor Hotel in Edinburg. Some of us plan to eat - dutch treat - from 5:30-6:00 p.m. You are welcome to join us. The meeting is scheduled for 6:00-8:30 p.m.

We are looking forward to working with you again. Please let me know if you will be unable to attend.

Sincerely yours,

Jim Cherry

Jim Cherry, Director
Planning and Program Development

REGION ONE EDUCATION SERVICE CENTER
101 SOUTH TENTH STREET, EDINBURG, TEXAS 78539
512/383-5611

NOV 4 1970

SURVEY REPORT

for

1968-1969 SCHOOL TERM

CONSULTANT MEETINGS

of the

NEW TEACHER ORIENTATION

A U. S. Office of Education EPDA
Disadvantaged Youth Project, No. 534243

INDEX

	Page
Plan of Operation for the 1968-69 Term	3
Questionaire Results	4
New Teachers	4
Administrators	6
Assisting Teachers' Comments	8
New Teachers' Comments	11
Administrators' Comments	28

Foreword

With the cooperation of school superintendents in six Rio Grande Valley schools, Pan American College, and Region One Education Service Center, this unique pilot project was set up. It proposed to provide orientation to beginning teachers with the problems and potentialities of teaching poverty-stricken Mexican-American pupils in the Rio Grande border schools.

During the year visiting consultants from Pan American College and Dr. John McFarland of the University of Texas at El Paso served as on-site advisors and conferees to small discussion groups of new teachers to help them gain a more complete understanding of the role of the teacher in Valley schools. The four Pan American College consultants were Dr. L. D. Gilmore, Dr. Phyllis Phillips, Mr. Thomas Simmons, and Mr. L. A. Youngman.

Participating school districts were these:

Donna Independent School District, Mr. Philip Fowler, Superintendent

Edinburg Consolidated Independent School District, Mr. T. S. Pickens, Superintendent

McAllen Independent School District, Mr. S. P. Cowan, Superintendent

Mission Independent School District, Mr. Kenneth White, Superintendent

Pharr-San Juan-Alamo Independent School District, Mr. Dean Skiles, Superintendent

Weslaco Independent School District, Mr. M. N. Henson, Superintendent

Plan of Operation for the 1968-69 Term

In August, 1968, Dr. McFarland and Mr. Jim Cherry, Director Planning and Program Development, Region One Education Service Center, met with administrators and selected teachers and counselors in each of the six project schools. These teachers were selected to serve as Assisting Teachers in each of the small group discussions. In these initial meetings, plans for the project were discussed, and local school personnel were urged to make special efforts to make new teachers to their school system feel welcome.

A master schedule of meetings was developed for the project. This provided for a Consultant Coordinating Council breakfast meeting each month before consultants met with their small groups. Seven monthly meetings were originally scheduled for September, October, November, January, February, March and April. Mid-term conflicts on dates and surgery for one of the consultants necessitated cancellation of the January meeting.

The chief consultant, Dr. McFarland, met twice with new teachers in each school district. The other consultants met twice with teachers in three of the school districts. A briefing for superintendents was held in November and for principals in February.

The twenty-nine small groups ranged in size from 8 to 18. Three hundred teachers were designated as new beginning teachers or new to the Valley teachers and participated in some or all of the meetings. Each session was approximately one hour long. Makeup of each session included the new teachers, generally by levels of elementary, junior high, and high school, the consultant, and an assisting teacher - an experienced teacher in the system. The assisting teacher's role was one of sharing local school background information for questions about which the consultant would not be familiar. The building principal was encouraged to drop in near the end of each meeting to answer questions, if he could arrange his schedule to do so.

During the last meeting, new teachers and administrators were asked to complete a questionaire on the project. Assisting teachers were asked to write out any reactions and suggestions they felt were pertinent concerning the project. The remainder of this report gives the results of theses evaluation instruments.

TOTALS

Number Responding - 251

QUESTIONNAIRE FOR NEW TEACHERS
New Teacher Orientation
1968-1969

DIRECTIONS: PLACE A CHECK MARK AFTER ANY APPLICABLE STATEMENT(S). ADD OTHER COMMENTS YOU FEEL ARE APPROPRIATE. YOU NEED NOT SIGN YOUR NAME. YOU MAY CHECK MORE THAN ONE STATEMENT, IF APPLICABLE.

1. Have the monthly small group discussions helped you to clarify your purposes and functions as a Valley teacher?

			%
a.	An evidence that someone is concerned	148	59
b.	Valuable to hear other teachers' ideas	173	70
c.	A good chance to express my problems, confusion, complaints	98	39
d.	Definitely helpful	84	33
e.	Little help	42	17
f.	A waste of time	10	4
g.	Other _____		

2. Have you felt an effort by the school administration to improve communications?

a.	Experienced teachers open and helpful	161	64
b.	Principals accessible and interested	133	53
c.	Good chance to listen to others	152	61
d.	At least I got to know and to talk with other teachers	78	31
e.	Communications confused, distorted, blocked	24	10
f.	Other _____		

3. Have the discussions helped you to understand more clearly

a.	Your pupils	128	51
b.	Other teachers	120	48
c.	Administrators	47	19
d.	Parents of pupils	15	6
e.	School policies	65	26
f.	Pupil achelvement or lack of it	94	37
g.	Other _____		

4. Have discussions between meeting with principals and people you met at the meetings helped you to teach more effectively?

			%
a.	Knowing somebody to whom to refer questions	91	36
b.	Being assured that principals want to help	107	43
c.	Being assured that other teachers want to help	117	47
d.	Specific help on real problems	47	19
e.	Support and encouragement for your teaching ideas	98	39
f.	Accessibility	31	12
g.	Little help received	39	16
h.	Other _____		

5. How do you feel about teaching in your school?

a.	Significant opportunity to help boys and girls who need good education	186	74
b.	A friendly cooperative faculty	170	68
c.	Friendly cooperative administration	153	61
d.	Worth the effort	120	48
e.	Difficult, complex problems	34	14
f.	Gratifying achievements	84	33
g.	Frustrating, discouraging	34	14
h.	Other _____		

6. Does the orientation program indicate

a.	Genuine interest by administration in beginning teachers	165	66
b.	Helpful attitude	130	52
c.	A feeling that beginning teachers are important	135	54
d.	A desire that beginning teachers continue to teach here	143	57
e.	Other _____		

7. Do you now intend to return to this school district for the 1969-1970 school year?

a.	Yes	180	72
b.	No	54	22

If No, please give main reason(s): _____

TOTALS

Number Responding - 54

QUESTIONNAIRE FOR ADMINISTRATORS
New Teacher Orientation
1968-1969

DIRECTIONS: PLACE A CHECK MARK AFTER ANY APPLICABLE STATEMENT(S). ADD OTHER COMMENTS YOU FEEL ARE APPROPRIATE. YOU NEED NOT SIGN YOUR NAME. YOU MAY CHECK MORE THAN ONE STATEMENT UNDER AN ITEM IF DESIRED.

1. Have the orientation meetings helped beginning teachers to		%
a. Understand their pupils	24	44
b. Communicate with you	25	46
c. Communicate with other teachers	34	63
d. Communicate with parents	9	17
e. Understand purposes of school	20	37
f. Understand school policy	23	43
g. Adopt a constructive attitude towards teaching	19	35
h. Become dissatisfied	2	4
i. Air grievances and problems	20	37
j. Reduce morale	2	4
k. Improve morale	24	44
l. Develop commitment to teaching profession	13	24
m. Other _____		

2. Have you placed increasing emphasis on orienting beginning teachers?		
a. Yes	40	74
b. No	8	15
c. Through more visits	26	48
d. Through conferences	25	46
e. Through accessibility	25	46
f. Through conducting small group discussions myself	10	19
g. Other _____		

3. Have you seen evidence of		
a. Sharing ideas among beginning teachers	32	59
b. Helpfulness to each other	26	48
c. Helpfulness by experienced teachers to beginners	42	78
d. Clearer communications	20	37
e. More questions from beginning teachers	26	48
f. Other _____		

4. Have the group discussions proved to be

a.	Helpful for morale	25	46
b.	A good outlet for expressing concern for problems	36	67
c.	A means for exchange of ideas	34	63
d.	Clarification of purpose	14	26
e.	A waste of time	5	9
f.	A source of trouble	4	7
g.	Other _____		

5. Is it your feeling that the majority of participants have been encouraged by the orientation program to return next year?

a.	Yes	15	27
b.	No	12	22
c.	Maybe	24	44

6. Has the orientation program served to increase emphasis on good personnel relations?

a.	Yes	37	68
b.	No	5	9

7. Have you consciously sought this year to increase

a.	Accessibility to teachers	31	57
b.	Clear communications	37	68
c.	Help to teachers	42	78
d.	Sharing ideas	30	56
e.	Tension	2	4
f.	Other _____		

8. Suggestions for improvement in the New Teacher Orientation Project for new teachers next school year:

ASSISTING TEACHER COMMENTS

The program is of some value to all but could be of more value if more new teachers would make a contribution, i.e., say more, give more thoughts and opinions. I actually feel one or two with whom I am acquainted are of the opinion that it is far better to remain silent than to speak.

The problems with new teachers and teachers new to the district are very different. In our case there were no new teachers, only teachers new to the district with many years experience and some kind of project should be set up to help them. We might meet after the 3rd or 4th week to find out new problems that we could help them with - grading, report cards - how to arrive at citizenship grade and matters such as that. We also need better communications with teachers but when we have meetings such as these we should have an agenda to follow.

I feel that most of the ideas taken up at each group meeting were things every teacher has to learn through a few years experience in the field. I think the meetings would be more productive if we could have people bringing to us more unique things that have actually worked in classroom to crack a youngster into going to work. Nearly all meets of this type always take up methods under ideal situations - what about reaching a student 17 years old working at a 4th or 5th grade level?

I have no suggestions for improvement next year. The new teachers have brought their problems forward. The suggestions and discussions which followed seemed to be helpful to them. I believe they know where to go for help.

I would like to see the teacher organizations explained more fully so a new teacher would realize that they are important to complete her requirements in being a full-fledged teacher. I, too, think we might see how we could have more communication between teacher and principal. It seemed some felt dangling not knowing what to do.

A good idea but ones that benefit most cannot always work it in their schedule. Any professional group should share and discuss methods and practices - more so in teaching as this is an ever-changing field. Keep in tune with needs for accelerated students. This seems to be a positive approach and an immediate action to the problem.

We are never able to have all the new teachers attend the meetings because there are too many of them to find substitutes for their classes. Some of those who don't have classes feel they could use their preparation period to better advantage otherwise.

Some of the new teachers have said they felt the first two meetings were advantageous but that was enough. In the meetings it seems to be the experienced teachers who have to do all the talking and keep things moving. The best thing I have got out of the program, and the thing I have felt has done most good, was my contact with the new teachers outside the meetings. I have put forth more effort to be of help to the new teachers than formerly.

These meetings have shown that most teachers want to help each other. Talking our problems over shows we are not the only one with a problem but may help us with it. For teaching in my school and special assignment I would trade with anyone. If I can help just one slow child learn one little thing it means more than helping the fast learner. This is a good program for new teachers. It shows them we are interested in them as a person and as a new teacher to help them with their problems. Being a helping teacher has helped our new teachers. They came to me to ask little things we took as everyday teaching. They felt it not worth the principal's time to ask such things.

Maybe it would help to have an outline of what will be discussed at a particular meeting...discipline, testing, etc., before time.

1. Confine the program to teachers who are in their first year of teaching and/or to those who are teaching Latin-Americans for the first time. Teachers who are merely new to the system might be handled in a separate meeting for the purpose of becoming acquainted with school policies and lines of communications but they are not generally interested in the same problems and tend to become bored or to monopolize the meeting. In either event the purpose of orienting new teachers is defeated. The problems of the new teacher are too often not even brought up. A noticeable decline in interest has been exhibited throughout the year.

1. Give the teachers specific materials for grade level.
2. Help new teachers know what is required in school about the way records are kept.
3. Decide on topics to be discussed at the following meeting so more materials and specific helps could be given.

Smaller groups
Group occurring to primary, intermediate, migrate, speech, basic English, etc. - subject or grades taught

1. Beginning teachers could be grouped by grades - that is, primary grade teachers would perhaps benefit more from discussions with other primary grade teachers; intermediate grade teachers would benefit likewise and so-

2. Perhaps one of the first meetings could be used to explain the grading system used, failing notices required by the district, etc. - also school policies.

I think a lot of orientation takes place in the workroom during conference periods. I have enjoyed the discussions. At our school we received 100% cooperation from our principal.

By and large, I feel it has been well organized and has served as a place and time to discuss the many problems confronting a new teacher. It might be wise to use this year's notes of each meeting and sift out the most important things discussed - this would help with the problems of re-hashing some problems. Never be <u>personal</u> as to calling students by name. More professional in group discussions no <u>name calling</u> would help.

NEW TEACHER COMMENTS

Evidence might be given to new teachers that the previous program brought about some desired results.

It would be helpful if the department chairman would explain to new teachers all that is available in regards to teaching aids and materials for that particular department.

Have at the first meeting: a list of all facilities available to faculty to acquaint them with school system.

I believe that one continuing consultant would be able to establish rapport with the group so that a progressive line of discussion could be developed. Changing consultants often resulted in either reiteration of the same points or abrupt changes of direction in emphasis. Perhaps the inclusion of one experienced (in the school district) faculty member might help clarify some questions on administrative procedures, availability of resources, and suggestions for procedures helpful in that particular school. This person might be designated as a sort of "Big Brother" to whom questions might be directed during the interim between orientation meetings. These questions could then be discussed by the group if interest warranted this.

I feel the program was very helpful and does not need a lot of change. I can only think of one thing which may help new teachers and this would be to have a person in each district that could sit down with a new teacher and go over some of the problems they confront.

I see very little need in improvement. All the meetings I have attended this year have aided me in my profession as a teacher. I have enjoyed hearing different opinions from other teachers on such matters as grading, homework assignments and using more creativity in the classroom. All these matters have proved beneficial to me. I also appreciate all the information I have received on film strips, projectors, slides and all the equipment that this school district offers for the teachers. I feel I may not have received all this information if I did not attend this orientation project.

For one thing, new teachers need more orientation periods. Mainly, new teachers need a more intensive orientation in school policies in such policies as ground, hall, or cafeteria supervision. Another area that needs to be presented is that of discipline problems. What to do with certain kinds of them both major and minor. Still another area is that of communication between the teachers themselves and also communication could improve between teacher and principal and higher administration.

New Teacher Comments

Still another point needs to be mentioned. That point is that of time. Isn't there another way of having lunch - say more time for lunch?

Certainly allow the new teachers to give their opinions and views on the range of subjects which are brought up, but I would also like to see the more experienced position. Invite one or two older teachers in the school to participate as semi-leaders or consultants, someone who is directly involved in the same problems in the same building would be valuable.

Some of us have no opportunity to express opinions in our schools and I feel that we need this opportunity. I had taught for 3½ years previous to this, yet nothing I have said has generated the slightest interest of the principal. Perhaps more discussion at these meetings would relieve the frustration. Also, we need a feeling that we are not talking just to be doing it but that our ideas will be at least discussed.

Show more audio-visual equipment and how it's used. Put more stress on complaints and have answers to the question - "Why?" (Concerning school policies)

Begin with a session before school begins and carry out main objectives as stated.

Give more time to the teachers to express their own ideas. Sometimes a suggestion from others can prove very helpful. A doctor once stated that he learned a lot more about his patients by listening to the nurse who attended to this patient. The same with administrators, they need to listen and take suggestions from th ir teachers. They are the ones that have a close tie with the students.

To help us know how to use the movie film projector and other visual aids.

All meetings should have a form of some kind for new teachers to fill out on which they would list any current problems which they have. Most people don't like to discuss their problems aloud. I had about 2 weeks to observe other teachers and that was the most helpful thing I did.

Notification of the exact day and time of meeting so that lesson plans could be made accordingly. Some indication of the plans for the meeting in order that prior thoughts and attention could be given to the subject.

The shape of the table separates the people who sit at four ends of the table. Discussion could become more free by sitting in a circ'e. Perhaps by sometimes dividing into smaller groups, more discussion would take place.

I don't think it is necessary.

New Teacher Comments

Do not penalize the teachers by making this an extra duty for that day. Instead relieve the teacher so he can attend and be relaxed. I know few comments were given at the beginning about complaints by those present, but I believe each session should be used for this opprotunity - at least part of the time. Or perhaps the last two sessions, because by then complaints are more realistic and will be expressed.

i have only attended one other meeting, but all we did was list our problems. There was little help given on how to overcome the problem.

I feel that department meetings or with the assign teacher would be more beneficial. The outsiders who conduct these meetings try to help but I feel that more could be accomplished with discussions with the experienced teachers of the Junior High.

Continue to have helpful, informative leaders such as Dr. McFarland. I gained a great deal from all the discussions and feel that it helped me in my relationship to my students.

The administrators should be present so that they may hear too, what the new teachers have to say.

More information on what is to be accomplished for the year. Departmental rather than over-all meetings would be better for what is to be accomplished. New teaching ideas that will work for the different levels, low-average-high, since teaching has to be varied for those.

I would like to suggest at least one meeting deal with materials and teaching aids that are free to teachers. Many publishing companies will send teaching work-tests and booklets on approval if ordered on school stationery.

I did not have a chance to attend all orientation programs, but the ones I attended I feel I benefited from.

It would be good to hear more discussions on treatment of discipline. I feel this was my major problem this year.

Meetings with department heads, or departmental meetings and discussions would be more helpful.

Complete orientation.

In my opinion this program was not successfully conducted because it lacked the purpose for which I think it was intended. A program of this kind should be carefully prepared by the main speaker, so he can do most of the speaking instead of those

participating in it. And even though he is addressing qualified teachers, these people should give:
(1) advice, maybe on goals desired by the administration
(2) inform, maybe on recognizing the work and effort of each teacher
(3) instruct, maybe on which methods are used by well-qualified experienced teachers for successful teaching in different fields
(4) encourage, for better work or successful teaching in different fields.
Why should I listen to gripes or problems of other teachers in a meeting of this kind? My problems, when I had any, were taken care of by an understanding and helpful administration.

Speakers like what we have had before have been very helpful. Give us a better view of standard education.

Meet with different groups of teachers every month or now and then.

I think perhaps it would be more beneficial for each new teacher to meet on a bi-weekly basis alone with an experienced teacher instead of in a group discussion period. In any group, certain people tend to dominate the meeting and the less vociferous usually don't have a chance to express themselves. Also, subject areas are so varied that specific problems cannot be tackled.

Most valuable meetings were those conducted by local professors who are more closely concerned with problems here.

I do not think the program is at all helpful to experienced teachers. I think perhaps that someone teaching for the first time would benefit more from the discussions.

I have only attended three of these orientation meetings so really don't feel that this program has been of much benefit to me. Do not know what was discussed during the meetings in the first semester so do not feel qualified to make suggestions for improvement.

Less repitition of same topic more desirable.

Schedule so teachers will not be taken from classes.

Have an assisting teacher of different subject present in the meeting. Alternate the assisting teacher so all subjects may be represented at different meetings.

This program is not really necessary most teachers have already discussed their problems with other teachers within their schools

and these same teachers are the ones that have been the most helpful whereas in the meetings teachers from all schools do not necessarily have the same (if any) problems in common.

This meeting once a month has been very helpful. I experienced that my problems were not real problems after discussing it with others. I found experienced teachers very helpful in exchanging ideas.

(1) Teachers should be given opportunity to submit questions before each session (anonymously - without signing their name) concerning problems which perhaps they cannot or do not wish to ask orally in class. (Many are rather shy and hesitant about free expression.)
(2) Instead of asking for specific problems from the teachers, have leader choose a general topic of interest thay may be helpful - and from this generality the teachers can present their specific experiences.

Cut number of sessions in half - have only 3 or 4 - let one consultant preside over all of them, one who can get worthwhile discussions going and express some innovative ideas.

Hold these sessions earlier during the school year and include teacher's that have been in the system two or three years already so they can pass on some helpful hints to the newcomers.

None - except let the teachers know when the orientation meetings are going to be held.

Less generalization - more specifics.

The meetings are too general and present topics which we must already be familiar with in order to teach. Specific situations and problems could be discussed when we first begin to teach in this system.

Define purpose of meetings more clearly.

I think that a real good meeting could be conducted at the beginning of the year and one in the middle of the year and this would suffice.

Having principals as the coordinators - that way they themselves can undo certain things they are doing that are hurting new teachers. At the same time they themselves can explain why they do certain practices thus giving new teachers explanations.

New Teachers Comments

Include some films or filmstrips for further and deeper discussion on certain matters. Have plans for new teachers to do some research or visiting on certain matters. (home visits, etc.)

Have sessions late in the afternoon - after a day in class I'm more likely to have something to say.

Wouldn't it be worthwhile to mention that all new teachers from the valley meet for a two- or three-day session on New Teacher Orientation?

I believe the principal should sit in some of the discussions so that the administration can be aware of the problems and ideas of the new teachers. This program is indeed very helpful.

I feel that it should be kept informal as it has been. I think that the new teacher orientation projects should continue for new teachers and no improvements necessary.

Have meetings more often.

I feel that experienced teachers should also be included in these orientations. They should contribute valuable ideas which will help the new teacher become a better teacher.

I feel that the general discussion nature of the orientation sessions should be of a more specific nature. Perhaps, if the group included a few more experienced teachers, we would be able to get some more specific ideas.

The rapport between principal and other experienced teachers has been such that these meetings have been of little actual value to me personally. However, I believe the idea behind having them is commendable.

Very disappointed in the selfish, unprofessional attitude of one teacher.

Let's spend the time discussing our problems instead of summer school, etc. Let experienced teachers share their methods.

The meetings should be held after the meetings are dismissed.

Include only "new", that is,"inexperienced" teachers in the category of new teachers. For truly new teachers, the meetings are wonderful. For experienced teachers, they are wasted. Any questions I had as an experienced teacher, new to this system were easily answered by nearby teachers or principals, without necessitating an hour monthly away from my class.

New Teacher Comments

More teacher discussion - less by leaders. Don't waste time outlining programs that we aren't even eligible for - as in last meeting. If meetings give teachers a chance to interact they are worthwhile - but only one meeting has been valuable. Others a waste of valuable time. Poor discussion leaders have been downfall.

A program involving teacher discussion of problems and ideas would be valuable to beginning and new teachers. But the teachers must be allowed to interact and not forced into a lecture on impertinent topics.

I believe that these meetings have been of value to beginning teachers, however, the time that these meetings are held could be changed. I, for one, would rather they be scheduled at a time we wouldn't have to leave our children alone or under the supervision of somebody else. Any other time but during class hours.

We need to have more sharing of ideas and less of other (lecture). I believe some type of workshop for new teachers is good. The time that the meetings are held are not very proper for our children will have to be left with an aide or other. After school hours I think is a better time.

Bring more working materials, some guideposts, something with which to work on each teacher's level. I believe there should be administrators assigned to each grade level, and let each group work separate, to get more constructive ideas. I didn't gain any knowledge for helping me and my children.

A lecture from the visitor.

A program of this type would be better for teachers and students if it were scheduled after children had been dismissed.

New teachers don't know school policies, or rather are not very familiar with all of them. If they could discuss them during the New Teacher meetings it would be of great benefit not only to the teacher, but to the school.

I think it is a good project as it is.

My program was more or less experimental. I hope next year it will be better settled as far as policy and curriculum are concerned. It was difficult for a new teacher to know exactly where she stood on this matter. It would be perhaps helpful if plans were set between Region One and our school system with the help of the classroom teachers.

New Teacher Comments

Have orientations more regularly. More teacher participation in discussion and less from speaker. Orientations have helped solve some of my problems, and I have realized that not only the new teachers but also the experienced teachers encounter many problems.

It seems that the people conducting the orientation meeting could be a little better prepared to give definite constructive advice. If this is possible. It seems to me that in the meetings problems are mentioned; everyone agrees that there is a problem, explanations for the problem are mentioned but no specific solutions.

Begin with a statement of goals and objectives and then proceed to discuss methods of achieving these ends. Discussion of particulars (a favorite pasttime of teachers) leads to boredom if not applied to a specific goal orientation. Most teachers have to learn what is being discussed at these meetings in order to survive between meetings so the meeting does not add anything. Purposeful discussion means an idea that is discussed that will lead somewhere. To relate events in a teacher's day has no meaning to education. I suggest discussion of a district problem and methods that new and fresh minds in the district may be able to shed some light on it.

I feel that more specific help in understanding the school policies would be helpful. Also to attend these meetings we were taken from the classroom. I feel that it would be better had these meetings been held prior to the opening of school in September.

Make sure that every session involves discussion of interest to all teachers present.

Better attendance could be obtained by having the meeting immediately after school and announcing the meeting over the inter-com just previous of that meeting time as a reminder.

Begin with a checklist of what the administration requires or expects from each individual teacher.

I think that more time for each meeting would certainly improve the New Teacher Orientation Project for new teachers.

(1) Maybe individual groups by schools, maybe weekly - departmentalized.
(2) Maybe have a suggestion box.

Having teachers from the same school meet together instead of having teachers from different schools meeting. The problems of each school are different and the meetings could be much more beneficial to the new teachers.

New Teacher Comments

1. Acquaint us with specific curriculum goals for our individual grade levels.
2. Acquaint us with audio-visual materials at media centers.
3. Spend one session on administrative policies.
4. Meetings should be closer to school where teaching is so that so much travel time will not be needed.

I would like to see some of these discussions prior to beginning the actual teaching program. It would have eliminated some mistakes and misunderstandings before I began working in the classroom. It would have been good to have hear some of the administrations' ideas on some of the problems discussed. As far as I know we got no results from anyone higher than our principal. He shows a genuine interest in us, but no other administrator has ever been near my classroom or talked with me during this year.

I would suggest an exchange of ideas by means of observing other teachers in the classroom.

The selection of leaders makes all the difference. Most of ours were very, very good. One was not. It is important that the first meeting be conducted by someone who knows school problems.

This year the majority of the teachers attending this orientation project were older experienced teachers. They were only new to a certain school this year.

Perhaps begin earlier, have more flexible hours (at times we needed more than one hour, sometimes less than an hour.)

At a NTO faculty meeting, the principal should introduce the program with zest and sincerity. Also the first NTO meeting leader should be <u>the</u> best.

I have been helped by the orientation project.

Better visual aids - and equipment - more good music. Maps - etc. - more school assemblies and over all talks to students by administrators and teachers.

Meetings at beginning of school.

If possible, add a definite brief, but longer than we've had, social time to get acquainted and to discuss the topic of the day. City-wide meeting with new teachers. Perhaps give actual helpful sheets, charts, or suggestions - as on new methods.

New Teacher Comments

One suggestion would be to have speakers or group leaders in the different fields represented by the new teachers.

I think that, possibly,a specific topic for discussion could be set; then teachers could have questions or comments ready. From there the meeting could go on spontaneously.

Teachers in related fields should be given a period each six weeks which will be used to improve techniques within the field. All meetings are helpful in gaining knowledge and techniques which can be useful in the future.

I think that these orientation sessions are very beneficial. However, the time these sessions are held are very inconvenient for teachers. I think these sessions should be held after school.

The new teachers should be given more of a chance to express himself and not just listen to a lecture. The lectures are fine, but the teacher needs to express himself.

Teachers in the same teaching fields should meet together rather than having mixed groups.

I think these training sessions are beneficial to those teachers who are truly "new" teachers; however, unnecessary for those who are simply new to the district.

Teachers should be grouped into fields of work. More advance notice of meetings should be given.

It would be valuable if we could have a committee of new teachers prepare discussions (perhaps from the same school) and present it to the group - bring in pros and cons on the topic. This way many of the same problems will not be repeated and the time will not be wasted.

Since I only started teaching at mid-term I do not feel I have attended enough meetings to comment.

Sometime later in the year when everyone has had a chance to see just what the practices, policies, and needs of the schools are - it would be helpful for the teachers to have a perfectly frank explanation session and air some of the things that they find in their school that seems to need changing. Probably there are good reasons why these things are done but having them explained and talked about frankly would be helpful. Also, wouldn't it be wonderful at the first of the year for a new teacher to be able to go and sit just for even a day or a morning and watch a good experienced teacher?

New Teacher Comments

More instruction on specific teacher records. For example daily attendance, permanent record cards, etc.

I believe Teacher Orientation could be greatly improved if some type of activity or demonstration of teaching methods would be presented at each meeting.

I believe to have meetings moved from school to school instead of all meetings at the same building.

Have discussions be more specific and planned, instead of random comments. Let new teachers suggest some topics to be discussed. One topic could be basic school district policies on discipline, grading, and how to get help other than in your own school.

I think the discussion leaders should perhaps organize the discussion in such a way that the teachers don't have to just state problem after problem. And if everything O.K. say nothing.

New teachers should have an opportunity to meet with principal and experienced teachers in his or her building. I feel that this would be sufficient instead of meeting with teachers in an orientation meeting. I feel the time I've spent in the meetings could have been spent better with my own class trying to benefit them.

I think new teachers should be instructed more in grading, failing students and retaining students. I believe that my grades were too high during my first year of teaching.

Allow more time for meeting so we don't rush too much.

I feel that hearing the suggestions from experienced teachers has helped me throughout the year.

More helpful hints on ideas in teaching - not so abstract but rather concrete. More discussion on ethics of the professional teacher.

Perhaps some more specific discussion of school policies would be in order. For instance: why are the 10 grades per six weeks necessary? What sort of things can be involved in obtaining 10 grades - and so forth.

Just keep up the work and don't ever discontinue a project of this sort which is extremely beneficial to all of us.

The things discussed in the Orientation Projects (our desires,etc.) should somehow be known to our principal and teachers in our building by somebody other than ourselves. This way they could help the new teacher without the new teacher being embarrassed.

New Teacher Comments

I would suggest that at every meeting more experienced teachers be present to add their comments and advice. We can learn about our respective schools from these people who already know the problems and situations.

I have attended two meetings, and I am unable to express any constructive suggestions.

Have one of these meetings before classes; begin in the fall.

A longer period of time is needed to follow ideas discussed, nearer to a point, to where individuals can draw more definite conclusions.

When teachers bring up problems (example - lack of worthwhile materials, texts, etc.) give them some assurance that administrators are being made aware of the problems. Many times, a problem was discussed at length during one session, and never mentioned again. This is frustrating.

Either discontinue the meetings or provide means of showing the teachers that their views are being considered. Nine months later there is no evidence of any improvements in teaching conditions.

Have a program of inservice training before school starts mainly for new teachers.

Let new teachers talk more, get some results from complaints or comments, be reassured that someone is listening to new teacher's comments, and know that something is being done. Have smaller discussion groups. Have a meeting before school starts...our school has no new teacher orientation. Do not put "old" teachers in with teachers who are just starting out in their careers.

Have it at 3:30 so we don't miss class.

Group together more by departments.

Rather than present problems - that we already know about - present solutions, if possible. We know what the problems are.

1. Outline objectives with clear meaning.
2. Provide topics of discussion at least one day before seminar-discussion.
3. Have a trustful mediator available (in administration) to act as positive mediator.
4. Produce a synopsis of discussion for distribution.
5. Through stimulating and concerned moderators help promote feeling of community (professional) trust and concern.

New Teacher Comments

Bring in different administrators and people from the curriculum center to help explain the overall picture of the school system.

Needs to be more communication between teacher and administration. Many teachers don't feel that anything will come of this.

1. Try to help people realize the importance of their individual situation.
2. Bring in social aspects of teaching in the valley - (lack of interesting things for single people to do, etc)

I think that all teachers new to this area and this area's problems should have a workshop (in August or as early in September as possible) which attempts to discuss and explain the culture and attitudes in the Lower Rio Grande Valley.

Departmentalize meetings.

I feel a discussion suggestion list might help the more timid teacher to prepare a contribution for the session. Individual sessions could be conducted by an outside authority in said field, rather than to be departmental meeting. I believe that those with a complete negative attitude should be given a more complete definition of the purpose of the meeting.

A workshop.

Varying the time at which meetings are held. Pertinent suggestions on specific problems that are brought up during discussions with the group.

This is a good, worthwhile program and I definitely think it should be continued next year. The program this year has provided us with some worthwhile ideas, perhaps next year the program will be able to provide even better ideas.

It would be more worthwhile to meet with our school administrators and experienced teachers. Those intimately involved with our situation could better help us.

There seem to be too many suggestions that only repeat the ideas we already have. If the discussions could pertain more to specific teaching areas for a short period of time.

That the teachers know more or less what they will discuss at these meetings so that they can contribute more to the discussion and thus provide more ideas for the others who are present.

New Teacher Comments

I think the New Teacher Orientation project would be more effective if more time were allowed for the meetings. This is, of course, a problem, but I know it would have been beneficial to me to have more discussion time.

Having attended only one meeting, I must say that I was favorably impressed. It indicates an effort to help new teachers. I don't really think there is a need for several meetings; one or two would be sufficient.

I have no suggestions. I have really enjoyed these meetings.

Have an organized speakers. More teachers or schools should participate.

Last fall the meetings got off to a slow start. Perhaps a more dramatic beginning with more stimulating speakers would be of help.

Since this was my first year to teach, I felt kind of reluctant at times to speak out when there were so many experienced teachers at the meetings. I feel that it would be more helpful to new teachers to discuss their problems and ideas without so many that know so much more about teaching.

A meeting the first week of school would assist the beginning teacher if the meeting was devoted to school district policies.

Some speakers could be better informed. Since I teach pre-school, I did not feel free to discuss my problems with others whom I felt were not concerned with this grade level.

Have the same program next year.

This program as has been handled is very worthwhile. I think these meetings should be held more often. There should be some printed materials used concerning possible topics to be discussed at these meetings so as to maybe better prepare the teacher for a more liberal discussion about any topics. Have an agenda of what is to be covered. Make sure the teachers are told well in advance when meetings are to be held. Arrange meetings by grade level.

Actual demonstrations of a presentation; More exchange of ideas; Better speakers; The NTO Project was most helpful. It made the new teachers (me) more at ease and more free to bring out <u>gripes</u> and difficulties within the school environment.

More discussions on problems faced by teachers in the subject area.

New Teacher Comments

Have experienced teachers in the system give ideas and suggestions which have worked well for them. (Since this is my first meeting, I don't know what has been done previously.)

The new teachers need more information about the school policies. Also, about materials that are available for their use. I find that the man in charge of each meeting doesn't know anything about the policies himself.

Notify all new teachers.

Publicize the date of meetings more.

About a week before each meeting, publish a general topic for discussion, so that questions and problems could be prepared by individual teachers. Develop idea booklet of ideas presented by different teachers.

Dr. Mary Finnochiaro has many excellent ideas on teaching English-as-a-second-language. Speakers be better prepared to present talk according to grade level.

Have the suggestions from the new teachers as to some of the things that would help them get a way to know their way of getting materials which they do not know where to find in their school.

Make sure all teachers (new) know about the project by sending out a letter to their principal to put in their mailbox about meeting times.

I feel the speaker, though he may be very good, spends too much time talking. I think he should ask more questions. Also, he should call more often on the teachers who do not participate in the discussions so that everybody can contribute to the discussion.

Make the project for new teachers only. They may feel more free to express themselves.

I think we should meet more often with people that teach in the same field we do.

The fact that new teachers can meet and discuss their problems is a step in the right direction. It makes for better and greater cooperation.

Believe each new teacher should have an experienced teacher in their department assigned as a "buddy" to refer day to day "little" problems for discussion.

Skip the waste of 30 minutes after sessions. Be told more in advance, in fact, <u>be told</u>! Plan for a more convenient meeting time.

New Teacher Comments

The time of the meetings should be on a specific date each month so that all teachers may be able to attend.

Make meetings last one hour and half to include new teachers from Mid-Valley towns - Donna, Mercedes, Weslaco, Edcouch-Elsa - this way a broader scope of ideas could be exchanged.

I believe that a list of the things that a teacher should have at the beginning of the school year: Textbooks - and workbooks to go with basal plus other texts - supplementary books. Supervisors should accompany the new teachers to the meetings - for example - reading supervisor, math supervisor, etc.

Cooperative teacher should be on the same grade level as the new teacher.

Tell new teachers of the arrangements at start of school, not just before first meeting.

Will having an administrator sit in on the meetings tend to make the teachers less open in their comments? Perhaps some meeting with them and some without.

Thanks for our orientation program for the 68-69 year - perhaps first grade teachers can meet with first grade teachers next year.

Have at least one person to give a five minute period to teach as he would in the classroom.

One meeting we can let it be known as just a meeting of problems. And the others can be a meeting of just answers. In the meeting that I have attended were very helpful. Sometimes we use the whole meeting for answering one question.

I feel there might not be anyway to improve this program. As far as I am concerned, the New Teacher Orientation Project has really helped me very much.

I think if the new teachers on the same grade level could meet for their particular problems for that grade level, it would help tremendously.

Try to get more of them to contact each other after school hours or if possible during school hours. Also, please give better advance information as to the date of the meetings.

Meetings at very beginning of the school year - at least a day's notice of the meetings.

Keep these meetings going - This "group therapy" is good because you find out you're not the only one having problems!

New Teacher Comments

More ideas in using audio-visual aids with respect to each subject.

A good idea would be to let new teachers know about the meetings ahead of time.

Maybe a counselor could come to each school regularly rather than our coming up here.

If possible - have a more definite schedule set up for these sessions (better communications).

Possibly having an audio-visual expert speak or consult with the new teachers at the beginning of the year would be helpful in locating available teaching materials.

More follow-up of meetings (inter-intra-departmental) Administrative cooperation where feasible possible after first meeting. Positive approach to stressing the teachers' individual worth.

New teachers are not too welcome. I do not reject that. I love teaching and my main cause for teaching is to help pupils that need help. I know I am helping my pupils.

ADMINISTRATORS COMMENTS

If there could be a code of ethics for teachers and have it explained at these meetings, teachers would be more professional, and there would also be less apathy toward our children.

We had only one new teacher at my school this year. One of our experienced teachers also participated in the program. Since communications between teachers, or between teachers and the principal have always been good in our building, this program might be more necessary in some other buildings. Small groups having similar problems would be most useful. Orientation program should begin early.

There seems to be a question as to whether we really need so many meetings. Have beginning teachers meet separate from experienced teachers.

I did not attend any of the sessions. The remarks which I heard from the teachers were favorable.

I believe this has been a tremendous aid to the beginning teachers. I was not able to attend many of the group sessions, so remarks checked are from comments heard. The only suggestion I can make is to keep the meetings practical and stay away from typical education lectures.

New teachers should be grouped so that the teaching situation they are in and the problems they have are similar. For example: Teachers in schools where language is no problem should not be grouped where the language problem is the chief topic of discussion. Also, grade level should be considered.

Big sisters for each (new teacher). Group teachers - beginning teachers; first grade, etc.

Suggest that new teachers be placed under the guidance of an experienced teacher.

Do not use children's school time.

Our biggest problem was being able to let the teacher go during school hours. Fortunately, between Teacher Aides and Physical Education Aide we could make the necessary adjustments.

My answers were mainly in the negative because we found the set-up disruptive to the schedule. I think the idea of NTO is good, but I would like to see the new teachers get this before school starts, or at the beginning of each semester.

Administrators Comments

I feel that teachers need to visit other teachers in the system, while teaching their own class. A new teacher could obtain some good ideas from the experienced teacher. Also meeting with new teachers at the beginning of the school year would help them.

Comments heard not complimentary; too much like a college Education course from which many had hoped they had graduated. One session (the last one) was reported as good. During others, was reported the leader did not answer questions but tried to impose his own ideas. If this project is repeated (Idon't think it was successful), the leaders would be from the local district on local problems, not how it was handled elsewhere. They could use more help from experienced classroom teachers. Most of our new teachers are local products and are acquainted with the geographic area.

The first meetings seemed to be of benefit, however, later meetings were not appreciated - too disruptive. The time of day given to our people difficult - rush to meeting and return- no available people to substitute in the area - teaching time lost. Have an orientation program for new teachers before the beginning. Have a worthwhile inservice program for all teachers during the year - have professional people come in - not like this year - last minute have teachers plan the program - notified just before Christmas recess to plan and carry on their own inservice two weeks after semester exams.

More record kept of the information given to teachers. Could be leaflets given out before the meeting. Could be a summary made of the meetings. They need to keep the new ideas that are brought out.

Involve TSTA and CTA in this worthwhile project. Have plans for this project to start during the summer (when new teachers arrive at the local school). Have a social function comparable to the Bar-B-Q project of years back for all teachers. Dismiss classes early once each month for faculty meetings whose main objective will be New Teacher Orientation.

Have some participation on the part of administrators with the new teachers in one or two inservice meetings, if possible.

Start as early as possible in the school year. Give the teachers a little more time with the people who are trying to help them.

Ask each individual teacher questions that will draw them into the discussion; some are a little shy about voluntarily entering into discussion. The need to cover all levels of instruction or specialities in such as P.E. and music, primary, intermediate,etc.

Administrators Comments

Have only the beginning teachers...not the experienced building ones attend. New-to-the-district teachers should not attend unless they are beginning teachers.

Give principals more feedback.

Give principals some feedback as to what goes on in meetings. Most of us are not aware of what has actually happened at each of these meetings. Most of the information I have has come from teachers talking about meetings in the teacher's lounge. Suggest principals meet with consultants after each session and discuss possible means of helping to work with new teachers.

I have noticed no appreciable change. 80% didn't need to change; the other 20% it will take a while, but in some other district.

The principal should be aware of problems that the teacher is having. Let outsider consultant relate problem without giving name of teacher might help.

Perhaps more meetings with visiting professionals.

After school meetings - not durint the school day.

Learn to share and learn that teachers want and are willing to share. Plan to include their suggestions in next year's faculty bulletin. Morale builder. Continue as is.

It has been quite valuable as far as I have been able to determine.

Could not tell any appreciable difference between this year's new teachers and those of any other year. A chance to discuss trivial gripes. Use school personnel to lead instead of outsiders.

Fewer consultants - have one or two consultants only for a series of meetings in order to increase continuity instead of groping for discussion topics. Involve department chairmen at the secondary level. Involve principals, counselors and other supportive personnel in order to provide a "team effort" approach - (there are certain problems about personnel time)

Should be worked with closer contact with building principal. Can see no definite results either good or otherwise.

Instructors that are closer to teachers' problems.

Improvement in lecturer!

Administrators Comments

Have meetings at a time when teachers do not have to leave pupils in classrooms (after pupils are dismissed, etc.) Use consultants (such as supervisors) that are nearer to actual classroom environment. More demonstration of actual classroom or teaching materials.

REGION ONE EDUCATION SERVICE CENTER
101 SOUTH TENTH STREET, EDINBURG, TEXAS 78539
512/383-5611

September 4, 1969

TO: The Educator Addressed

FROM: Jim Cherry

SUBJECT: Survey Report for 1968-1969 School Term Consultant Meetings of the New Teacher Orientations

A copy(s) of survey results of the New Teacher Orientation project carried on during the 1968-1969 school year is enclosed. It is hoped that results and comments reflected in the report will be of value as you make future plans for orientation and in-service projects in your school or in your classes. You may also want to read the comments from this viewpoint, "What are teachers saying to me about the kind of help they want?" Comments were recorded with almost no editorial change and should be read as first draft expressions.

Sincerely yours,

Jim Cherry

Jim Cherry, Director
Planning and Program Development

QUESTIONNAIRE FOR NEW TEACHERS
New Teacher Orientation
1968-1969

DIRECTIONS: PLACE A CHECK MARK AFTER ANY APPLICABLE STATEMENT(S). ADD OTHER COMMENTS YOU FEEL ARE APPROPRIATE. YOU NEED NOT SIGN YOUR NAME. YOU MAY CHECK MORE THAN ONE STATEMENT, IF APPLICABLE.

1. Have the monthly small group discussions helped you to clarify your purposes and functions as a Valley teacher?

a. An evidence that someone is concerned _____
b. Valuable to hear other teachers' ideas _____
c. A good chance to express my problems, confusion, complaints _____
d. Definitely helpful _____
e. Little help _____
f. A waste of time _____
g. Other _____

_____

2. Have you felt an effort by the school administration to improve communications?

a. Experienced teachers open and helpful _____
b. Principals accessible and interested _____
c. Good chance to listen to others _____
d. At least I got to know and to talk with other teachers _____
e. Communications confused, distorted, blocked _____
f. Other _____

_____

3. Have the discussions helped you to understand more clearly

a. Your pupils _____
b. Other teachers _____
c. Administrators _____
d. Parents of pupils _____
e. School policies _____
f. Pupil acheivement or lack of it _____
g. Other _____

_____

4. Have discussions between meeting with principals and people you met at the meetings helped you to teach more effectively?

a. Knowing somebody to whom to refer questions _____
b. Being assured that principals want to help _____
c. Being assured that other teachers want to help _____
d. Specific help on real problems _____
e. Support and encouragement for your teaching ideas _____
f. Accessibility _____
g. Little help received _____
h. Other _____ _____

_____

5. How do you feel about teaching in your school?

a. Significant opportunity to help boys and girls who need good education _____
b. A friendly cooperative faculty _____
c. Friendly cooperative administration _____
d. Worth the effort _____
e. Difficult, complex problems _____
f. Gratifying achievements _____
g. Frustrating, discouraging _____
h. Other _____

_____

6. Does the orientation program indicate

a. Genuine interest by administration in beginning teachers _____
b. Helpful attitude _____
c. A feeling that beginning teachers are important _____
d. A desire that beginning teachers continue to teach here _____
e. Other _____

_____

7. Do you now intend to return to this school district for the 1969-1970 school year?

a. Yes _____
b. No _____
If <u>No</u>, please give main reason(s): _____

_____

_____

8. Suggestions for improvement in the New Teacher Orientation Project for new teachers next school year: _____.

_____

_____

_____

_____

_____

_____

_____

_____

QUESTIONNAIRE FOR ADMINISTRATORS
New Teacher Orientation
1968-1969

DIRECTIONS: PLACE A CHECK MARK AFTER ANY APPLICABLE STATEMENT(S). ADD OTHER COMMENTS YOU FEEL ARE APPROPRIATE. YOU NEED NOT SIGN YOUR NAME. YOU MAY CHECK MORE THAN ONE STATEMENT UNDER AN ITEM IF DESIRED.

1. Have the orientation meetings helped beginning teachers to

a. Understand their pupils _____
b. Communicate with you _____
c. Communicate with other teachers _____
d. Communicate with parents _____
e. Understand purposes of school _____
f. Understand school policy _____
g. Adopt a constructive attitude towards teaching _____
h. Become dissatisfied _____
i. Air grievances and problems _____
j. Reduce morale _____
k. Improve morale _____
l. Develop commitment to teaching profession _____
m. Other _____

_____

2. Have you placed increasing emphasis on orienting beginning teachers?

a. Yes _____
b. No _____
c. Through more visits _____
d. Through conferences _____
e. Through accessibility _____
f. Through conducting small group discussions myself _____
g. Other _____

_____

3. Have you seen evidence of

a. Sharing ideas among beginning teachers _____
b. Helpfulness to each other _____
c. Helpfulness by experienced teachers to beginners _____
d. Clearer communications _____
e. More questions from beginning teachers _____
f. Other _____

_____

4. Have the group discussions proved to be

a. Helpful for morale _____
b. A good outlet for expressing concern for problems _____
c. A means for exchange of ideas _____
d. Clarification of purpose _____
e. A waste of time _____
f. A source of trouble _____
g. Other _____

_____

5. Is it your feeling that the majority of participants have been encouraged by the orientation program to return next year?

a. Yes _____
b. No _____
c. Maybe _____

6. Has the orientation program served to increase emphasis on good personnel relations?

a. Yes _____
b. No _____

7. Have you consciously sought this year to increase

a. Accessibility to teachers _____
b. Clear communications _____
c. Help to teachers _____
d. Sharing ideas _____
e. Tension _____
f. Other _____

_____

8. Suggestions for improvement in the New Teacher Orientation Project for new teachers next school year:

_____

_____

_____

_____

_____

_____

_____

REGION ONE EDUCATION SERVICE CENTER
101 SOUTH TENTH STREET, EDINBURG, TEXAS 78539
512/383-5611

TIME SCHEDULE FOR PROJECT EVALUATION ACTIVITIES

To: Mr. Harold R. Dooley, Director, Region One Education Service Center

From: Marcella R. Lawler

Re: Schedule and Ordering of Project Evaluation Activities for New Teacher Orientation Program

The following are the proposed Project Evaluation Activities discussed with Dr. Phillips and Mrs. Davis by Mr. Dooley and Miss Lawler at breakfast on Tuesday, June 17, 1969, and upon which agreement seemed to be reached (Dr. Gilmore joined the group for a part of the time.):

Descriptive Reports

Observations. Each of the supervisors, Dr. Phyllis Phillips and Mrs. Virginia Davis, is to do a one-hour observation of each summer scholar-teacher working with him in the program of student teaching.

Report. The outcome of this activity is to be a descriptive statement of exactly what the scholar-teacher did with the students through the period. The framework for recording and reporting the observation is provided on a form developed from the Model, Pupil Classroom Encounters. (See attached model and observation form.) If teacher activities or behaviors are observed which do not fit any of the suggested categories, they should be reported at the end of the form under OTHER. It is well in preparing the report of the observation to use the same format as that used for recording the observation. It is important in writing the description to include many examples in order that there will be

reported material which can be examined not only to learn whether or not there is improvement in quantity but also in quality in such areas as variety of classroom activities, language behavior, evaluation of pupils, etc., available.

Time. It is proposed that there be three of these observations and written reports. The first report should be done immediately; the second, at the end of the student teaching experience; and the third, in mid-November. The first report will provide a benchmark for the student-teacher behavior at the beginning of the summer, the second will reflect the student's development during the summer, and the third will indicate carry-over to his actual operation of a classroom for which he is completely responsible. In order that there be sufficient time for conferencing and activities of the summer to really be reflected in the final report, it is important that the first observations be completed within the next ten days.

Student Case Studies

Background. Each scholar-teacher has had a course in psychology during his educational training prior to this summer activity. During the summer, Dr. Nicolas Silvaroli, Brother Victor Naegele, Dr. Tom Wiley, and Mr. Harvey King have been specifically charged with responsibility for contributing to the understandings of the scholar-teachers in the area of social understandings of Mexican-American children and youth. It is assumed that the work in psychology and social understandings, as well as contributions by Dr. Lou Burmeister, will develop understandings with scholar-teachers to help them grow toward the following goals:

1. To develop deeper understanding of mental, social, physical, and emotional development of boys and girls.
2. To develop skills of diagnosis of learning difficulties.

3. To learn how to help pupils overcome the difficulties diagnosed.

Activity. In order to assist the scholar-teacher to have an opportunity to bring to bear his knowledge (goal one of the workshop) and understanding of the three goals stated above, it is being asked that each scholar-teacher begin the development of a case study on one child. The case study will require that the teacher:

1. Select one child on whom to do his case study.
2. Secure and report at the beginning of the study, all available data on the child: test scores, social and economic information wherever possible. Files completed by such people as school nurses, guidance workers, psychological workers and social workers will be excellent sources for information if they are available. It is to be recognized that this is highly classified material and must be treated as such, being used only to deepen his understandings of any classroom difficulties the child might be having.
3. When it is not possible to secure files on the child selected, the scholar-teacher will proceed with his statement of the learning difficulty without benefit of such information. He can simply record observable characteristics of behavior which he, his cooperating teacher, and the supervisor agree are valid descriptions of the learning characteristics to be worked upon.
4. He will then diagnose the difficulty with any needed assistance from his cooperating teacher and supervisor and map his strategies for dealing with it: types of questions to be

raised with the child in class, types of class involvement, kinds and levels of materials to be used with him, etc., etc., etc. The child himself must not know that he is being studied and used for purposes of helping the teacher "develop deeper understandings" nor must his classmates.

5. The teacher throughout the time of the case study will describe the classroom behavior of the child using many specific examples. This is to be a descriptive report, not evaluative. It is recommended that notes be made if possible during the morning break and at noon each day and each day's report written each evening. A good job cannot be done if a couple of days accumulate. The behaviors of the child begin to blur.

Time. The supervisors and cooperating teachers will need to work with the scholar-teachers on the characteristics of a desirable case study immediately, so the case studies may be begun as soon as possible. It would hasten progress if one or two model studies, but different in content and teacher-developed activities, could be provided the students. After discussion, such studies could be read and discussed to deepen understandings of what the characteristics of a good study are.

Use of Study. The Case Studies will be analyzed to learn whether or not the scholar-teachers have "deepened understandings," "developed skills," and "helped pupils overcome difficulties diagnosed."

Follow-up

Time. It would be valuable for purposes of the project if this activity, too, could be continued into the next school year, with case studies examined in November along with other material secured from each of the scholar-teachers. It would be hoped that the teachers might even move

into working with four or five children in his class in this manner, after having had the experience of the summer. It is recognized that seldom would a student-teacher have the summer pupil studied in his winter class.

Additional Staff In-Put. The consultant does not know what other workers are available during the summer who could assist with deepening the scholar-teachers' understandings. The school guidance counselor, social worker, nurse, psychologist, librarian could make a great contribution to the teachers' understandings if any happen to be available. Certainly such personnel would be available for a winter case study.

Tape Recordings

Background. Goals two and three stated by the summer scholar-teachers during their first two days of work are:

1. To select, organize, and present classroom activities in a variety of ways;
2. To develop new, dynamic methods of interaction with students.

Activity. While it is recognized that video taping the teachers now and later would probably reflect a wider variety of in-put into the achievement of these goals, the use of video taping is not at this time possible in these situations. However, tape recording a classroom session for each teacher now and again at the end of the session will provide much information on the teacher's language behavior with students. To improve learning and the self-image of students in the class, the way teachers talk with them is all important. The types of questions raised will either deter or assist students in analyzing,

synthesizing, generalizing, and evaluating. Language can support, encourage a student or discourage him.

Time. It is recommended that a tape be made for one hour of each teacher's work with his class now and at the end of the session. The audio-visual section of Region One will monitor this aspect of the program. Not only will it be important to be certain that each school has a tape recorder, but that the recorder is working and is of such quality that it will pick up the voices in the class. It is also important that someone who knows the operation of the recorder is there to be certain the recording is secured. There should be a check made immediately after the taping to be sure a good tape has been secured.

Analysis of the Tape

Immediately after securing the tape, it should be properly labeled with the date and the student's name and taken to the director for this study, Mr. Jim Cherry, in the Region One Education Service Center. This action will also be necessary for the second tape made at the end of the summer. They should be placed in pairs for the convenience of Dean McFarland when he comes to do the analysis.

Dean John McFarland has agreed to analyze the tapes with assistance possibly from Mrs. Virginia Davis, Dr. Phyllis Phillips and a couple of cooperating teachers who would be able and willing to take this time. They would be reimbursed for their time.

CONCLUSION

In order to secure information on the remaining goals set for the project, additional information will need to be gathered. The consultant will send

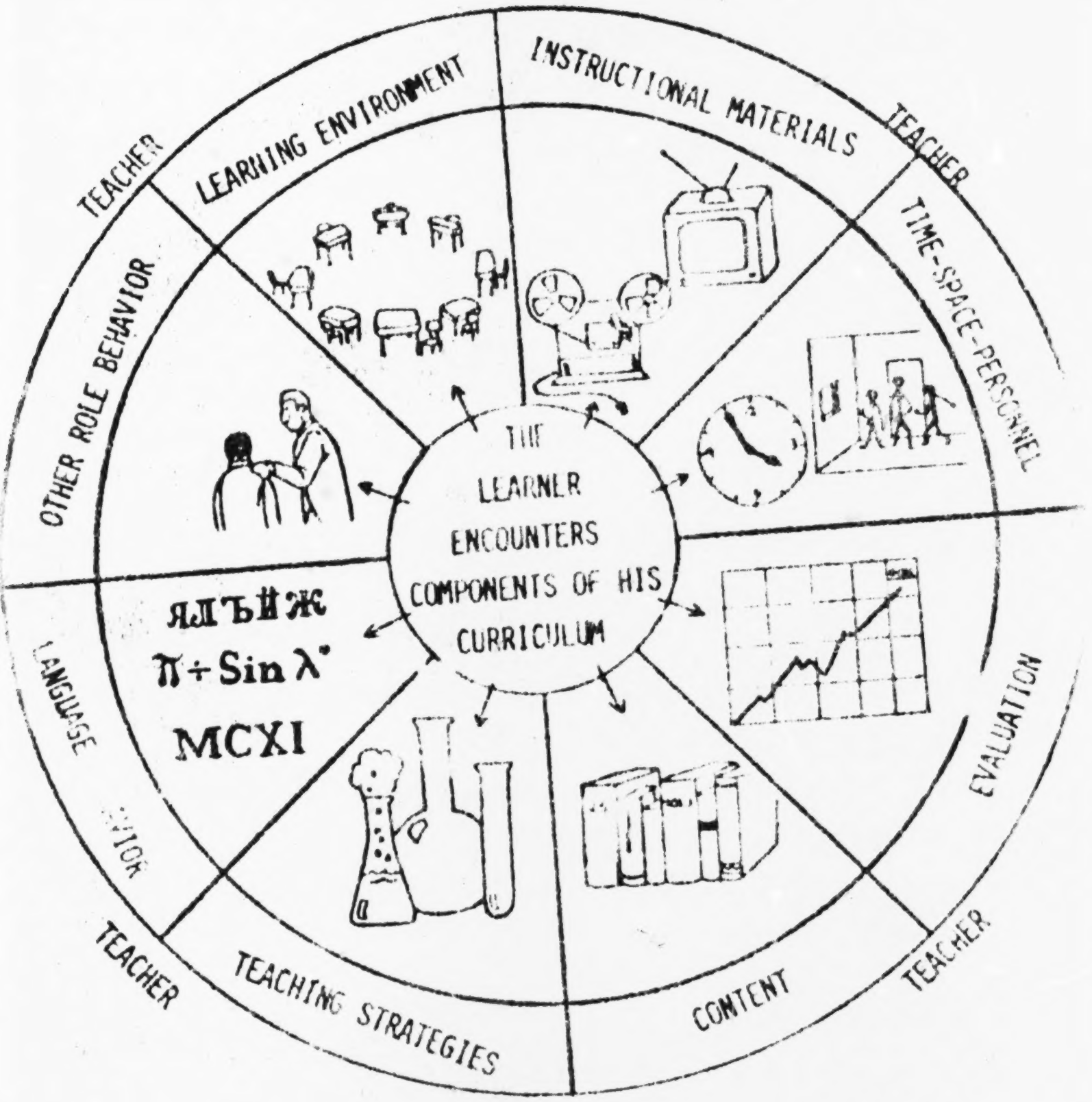
information upon her return to New York that may be considered here by the group working with the project and by Dean McFarland.

It is strongly recommended that, within the limitations imposed by the budget, these evaluative activities be carried into the next academic year. However, whether or not this is possible, it is most important that the analyses of these many activities provide in-put into the planning of the inservice activities carried on with the scholar teachers next year and for the planning of future activities of this nature.

In the planning of inservice activities next year for this group, it is also strongly recommended that they be contacted individually and as a group, in a systematic way, to learn where they are having difficulty and what help they would appreciate receiving through the inservice activities.

LAST WORDS

I view this enterprise as an interesting, innovative step to meet an extremely important teacher shortage problem in the Rio Grande Valley. I feel the careful monitoring of the project discussed during these days with people central to the success of the enterprise and outlined in this memo will provide important information for its continuing development and refinement.



PUPIL CLASSROOM ENCOUNTERS

--MARCELLA R. LAWLER
TEACHERS COLLEGE
COLUMBIA UNIVERSITY

REGION ONE EDUCATION SERVICE CENTER
101 SOUTH TENTH STREET, EDINBURG, TEXAS 78539
512/383-5611

FORM FOR DESCRIBING PUPIL CLASSROOM ENCOUNTERS

Marcella R. Lawler
Teachers College, Columbia University

Number of pupils in class _____

Number of adults working with class _____

Teacher's description of class (include the dates given and range of scores on any tests used for diagnostic purposes. In doing this, please report the name of the test used, the form and publication date. In addition, describe the general behavior of the class, the areas of study and teaching strategies which "turn them on", the area of study and teaching strategies which turn them off.)

Description
of
Pupil Classroom Encounters

Content Taught

Teaching Strategies

Language Behavior

Pupil Encounters - Continued

Other Role Behavior

Learning Environment

Instructional Materials

Pupil Encounters - Continued

Time, Space, Personnel

Evaluation

LANGUAGE BEHAVIOR of TEACHERS
in the
CLASSROOM

Marcella R. Lawler

Time Samples _____

Teacher Observed _____

School _____

Date _____

Teacher asked questions of

1. Volunteers _____
2. Non-volunteers _____
3. Fringe students _____
4. Entire class _____

Teacher talked to a student _____

Teacher lectured _____

A pupil talked to teacher _____

Pupils talked to pupils _____

1. Teacher raised questions for factual information _____
2. Teacher caused students to discuss analytically _____
3. Teacher caused students to evaluate ideas _____
4. Teacher caused student to synthesize ideas _____

Teacher language was generally supportive _____ Examples:

Teacher language was generally non-supportive _____ Examples:

NOV 4

DEVELOPING DRAFT

NEW TEACHER ORIENTATION PROJECT

AREAS of PROBLEMS DISCUSSED

CURRICULAR

- A student tries and tries but cannot accomplish the academic work. They need vocational or technical or labor-work training. We need a school program to help these students. When will the time come that there will be more lab-type, in-the-field kind of class work and less lecture approach?

- What happens to students who are in the low track for several years? What chance have they to shift to a higher level of work? Won't they be too far behind in terminology and fundamental processes others have already learned and are using?

- Teaching reading, spelling and English. Should each teacher assume responsibility for teaching the above in all subject areas?

- All should teach reading, writing and arithmetic.

- Could elementary and junior high schools have more comprehensive vocabulary programs?

- Many students do no reading; some have never read a book.

- Recommend a re-evaluation of the special needs of vocational students --special help in reading; special opportunities for studying "the American way of life"--music, drama, activities, etc.

- Need for a more extensive language development pre-school program (for non-migrant children) for all children who need it.

- Too many bright, eager general students are lost because they cannot handle the material.

- Is it true that students can fail English through elementary and junior high school and still take regular high school English?

- English teachers cannot do remedial teaching and developmental teaching at the same time.

- Should the teacher of a slow group expect to teach as much in all areas of content as she can teach a fast group?

- Suggests need for nine month language development program at age 5.

- Suggests inclusion of non-migrant children in the language development pre-school program.

CURRICULAR, cont'd.

- New teachers assigned to Junior High Basic particularly concerned about what to teach (scope and sequence) in this program. Most concern centered around teaching pupils that were assigned to them, but who would have to be taught in their own particular level of achievement, that in many cases, didn't coincide with their grade placement. These teachers primarily secondary-trained. Suggestion made to check list of Approved Courses Grades 7-12 (TEA copy in most principals' offices). Also, contact other teachers that are teaching on these lower levels. Ask for help from administrator and supervisor.

COMMUNITY RELATED

- Housing in the area is a critical problem. What teachers could afford was undesirable. What was desirable, they could not afford.

MATERIALS AND EQUIPMENT

- Discussed lack of equipment or use of that available.
- Use of film loops.
- Use of film loops. Brought projector to show use of this rather new device.
- Need of supplementary materials.
- Use of film loops, advantages-disadvantages demonstrated.
- Need low vocabulary-high interest level books for both recreational and instructional reading.
- Is there any program proposed for providing texts which students can use?
- Need for more equipment in specialized areas, especially the vocational area.
- New teachers need t. know whether a department has a budget and who is responsible for spending it. Lack of communication on sources of materials, departmental budgets, supplementary texts, etc.
- Can a class set of books for business correspondence be bought if no entries appear on the state adoption list?
- Why can teachers not or how can teachers get different texts for different levels--general and academic?
- Can't general level texts be added to state adoption list?

MATERIALS AND EQUIPMENT, cont'd.

- If ability grouping is used, texts which are appropriate shou d be provided.
- Need more specialized equipment in specialized areas, especially vocational areas.
- Why can't the school provide at reduced price stencils and other materials for teachers to buy to use in their classes?
- Not enough supplies, and lack of communication between budget and ordering agencies.
- Lack of instructional media. Consensus voiced approval of media center with packaged materials concerning subject area.
- Question brought up concerning whom to contact for materials to be used in classroom programs. Value of asking for assistance from experienced teachers, working closely with the principal and supervisors, and primarily, value of asking questions, stressed. Existence of teacher handbook brought to attention of new teachers.
- Question asked as how to get teaching aids such as films, filmstrips, and other materials and/or equipment. Suggestions made as to checking teacher handbook for this information, checking with principal and/or Audio-Visual Coordinator or such person in charge of this area. Films and other materials available from Region One Service Center brought to attention of new teachers.

PERSONNEL

- Lack of uniformity in certification requirements is hard on out-of-state teachers.
- Aides are such a help that it was the general concensus that they are both overworked and underpaid. Recommend that those aides who are put into teaching should be paid more than the other aides are paid.
- Recommend a re-evaluation of the salary schedule in comparison with the cost of living in the area.
- Recommend discussion between the administration and the shop faculty about released time for doing legitimate school-related activities instead of having to do them on the teacher's time.
- Give better advice to young teachers on finances, experience, retirement, etc.
- Recognition, appreciation, understanding, etc., are important.

PERSONNEL, cont'd.

- Failure to back up teacher is deflating and degrading.

- Need better communication on requests. Need a definite "yes" or "no"; then the teacher can intelligently plan in terms of what he will or will not have to work with.

- All new teachers need to recognize that they have filled positions vacated by other people and to begin by asking, "Why did they leave?"

- Administration should be more specific with criticism at faculty meetings and not use a blanket generalization.

- Need for some indication of satisfactory work and professional growth of the teacher. Here again is the lack of recognition or compliments by administration.

- New teacher reports that some resentment exists when a new teacher presents a suggestion for some needed change and the suggestion is adopted by the administration. New teacher reports that "older" teachers resent this action by new teachers.

- Question asked concerning possibility of use of Social Worker (or visiting Teacher) in schools being available for home visitation purposes accompanying the teacher. These people were available last year and Assisting Teachers brought out the value of this practice. New teachers were going to ask their administrators about this. Particular concern was expressed about inability of many teachers to speak the same language as the parents.

POLICY AND PROCEDURE

- Excused absence but the veracity of the reason is questioned. What to do? Check with the office and suggest further checking is in order, but accept decision of the office.

- When a student is truant, according to the handbook he is to be suspended for the next three days. Why does he show up in class the next day?

- Discussion of handling parent conferences on grades.

- Six weeks grades and parent calls and conferences, following school policy.

- How to handle the problem of students speaking Spanish on the campus. Don't condemn; encourage practice of English everywhere - home, campus, practice TV words, teach brother and sister.

- Student made 81 six weeks average, needed 83 to make the honor roll. How to handle the girl and her mother in this matter.

POLICY AND PROCEDURE, cont'd

- Policy: Don't give a U in conduct unless the student has been sent to the office. Some conduct is poor and repeated but not serious enough to send to the office. What to do?

- Six weeks grade reports and the relationship of that grade to the second six weeks and other six weeks grades and the final average grade.

- Grade distribution. Is it all right if a B (middle) level group makes all grades in the middle range? (Answer: Put all grades for students in the 10th grade together - high, middle, low)

- Grade reports - meetings with parents, type of test questions used for six week exam, justification of grade given.

- Grade reports - one teacher mostly failures. What to do - overage group.

- Recommend the use of a short, simple written statement about materials which are available and the process by which they may be secured. Recommend a second statement about the kinds of things which each new teacher should know to do and the deadlines for doing them -- the attencance registers, duplicated materials, six weeks reports, etc.

- Recommend a re-evaluation of the registration policies and system, the testing program and its use in registering students, extracurricular activities, discipline policies.

- Why no conduct grade on report cards? Students may be flunking because of conduct or because of failure to do work because of conduct, but parents don't know reason for failure. (Reason for inadequate participation or failure may be noted at bottom of letters sent to parents.)

- Lack of communication of routine policies: sources of materials, departmental budgets, supplementary texts, different texts for different ability levels, no conduct grade on secondary report cards.

- Class load is rather heavy and some teachers are teaching out of field of preparation.

- Lack of knowledge about contracts, both original contract with school system and continuing contract.

- Routine about opening school and first weeks that follow should be clearly outlined. Bell, etc., not exactly clear to the teacher. However, routine is better understood now.

- High school students in study hall frequently say that they are required by other teachers to leave study hall and go to do some work, report to the Athletic Office for treatment, to band hall, etc. Study hall teacher reports that these pupils usually fail to return to study hall. Getting to be a problem. Suggestion made that this problem be brought to administration's attention so that teachers may make "official" requests when they need pupils from study hall.

POLICY AND PROCEDURE, cont'd

- New teachers assigned to the regular program have been given pupils for "holding class" purposes, as is the practice in many schools. This, according to new teachers, concerns them because of not being able to work with their regularly assigned pupils since the class loads are quite high. Explanations were given by Assisting Teachers and Consultant as to the pros and cons of such programs, with particular emphasis upon the need for providing some classroom control and program for these children who will be in migrant programs, but who return early.

- What to do about planning for migrant pupils? Needs and how to meet them? Discussion centered around recognizing that these pupils have quite a number of real experiences due to travel and that these experiences may serve as focal points for instructional programs. Need to recognize what a migrant pupil must undergo in having a comparatively shortened school year due to migrancy was stressed. Need for understanding, both objective and subjective, stressed.

- What to do about the assigning of grades to pupils working on different levels from that to which assigned? Pupils in sections that must present work on a lower level than the grade to which assigned calls for. Assistant Teachers discussed policies and/or practices as deemed necessary.

STUDENT BEHAVIOR AND UNDERSTANDING

- Classroom discipline problem due to students talking together and disturbing others, the teacher, and class progress. Roundtable discussion of suggested techniques.

- Explanation given but one student always asks for instructions to be repeated especially for him. Each time this happens others start to groan. He revels in this. How to handle?

- Getting students who are shy to respond and participate. Suggested technique for handling: Allow and encourage children to speak in Spanish-no shaming-bring them along.

- Tattle-tale students. Suggested solution: Unless someone is being hurt or property is being damaged, teacher doesn't want to know. Also, use this kind of student behavior to set a basis for teaching responsible citizenship. Possibly require that such things that are to be reported be written down. This cuts out impulsive tattling.

- Child spends unbalanced portion of time on study of one subject and still makes a failing grade. How to counsel the student?

- How to handle a student who refuses or says he sees no reason to stand and/or say the Pledge to the Flag?

STUDENT BEHAVIOR, cont'd

- Student with poor reputation (discipline, character) transferred from one class to another (for sound educational reasons). Other students have him stereotyped as a bad boy. How to work with the boy and how to work with his classmates?

- Seeing that a classroom of students recognize the authority of other teachers and to respect the wishes and directions of other teachers.

- Students complain about having too much homework.

- Discipline problems confronted and disposal of.

- What do you do with loud-mouthed girls who won't <u>let</u> you teach?

- In teaching bilinguals, recognize that the children may have many personal problems that may interfere with learning.

- Discipline problems sent to main office is not a solution. Would like a better method; however, no solution was voiced.

- Tardiness is a problem because of distance to travel between classes and no bell system in some buildings.

- What to do with students that refuse to participate in classroom work and adopt an "I won't do it" attitude. Apparently several involved. Question: To whom can one turn for help? Suggestion made that principal is logical person with whom one can work in this situation and then other personnel (counselor, etc.) can be brought in.

TEACHING TECHNIQUES

- Class as a whole is uninterested in the subject. (Motivational problem) Discussion of suggested techniques to try.

- Students seem to try but cannot seem to learn - too many failing grades.

- Should a teacher read out the six weeks grade to students before the entire class? Should grades be given out a few days before report cards go out?

- How to individualize instruction for slower groups of students which have several retainees in the class makeup?

- Asked to take a class of 10-12 year olds and a class of 12-14 year olds. But once on the job, the class make-up became 11-17 year olds. Providing materials and instruction for this kind of spread of age range, ability range, interest and effort range, achievement range is most difficult. Discipline cases become aggravated. How to handle?

TEACHING TECHNIQUES, cont'd

- Individual student has advanced aggravated problem. How much time should a teacher devote to this child? Also, individual capable of doing much better work and works ahead of others. How much time to devote to him and how to arrange his learning experiences so that other students also receive their due attention?

- Special education eligible student in regular classroom. Parents refuse to give consent for student to be in special education class. What to do with with the child in the regular classroom setting?

- How can a teacher arrange time to check properly homework? What is the limit to the amount of homework a teacher can be expected to do?

- Students requesting extra credit work two days before grades. Should this be considered?

- What do you do with the new ones who come into the class late--not having been in school anywhere?

- Can't understand how a teacher can make a detailed lesson plan a week or a month in advance and follow it.

- The treatment of students of different abilities in the same class: students who have passed no English courses for several years and those who have in the same classes; poor readers and good readers in the same classes.

- The relationship between differences in what and how much can be taught the slow groups and the fast groups.

- Concern expressed as how to waste as little time as possible in determining pupils actual level of capable work so that teaching could be directed toward the pupil "where he is". Use of test results, permanent records, checking with other teachers, working with administrator and supervisor, stressed by Assisting Teacher and Consultant.

- What to do with secondary school students (particularly Junior High) that are in grade levels that are beyond their ability? Discussion centered around teaching "where pupils are" and the recognition of their needs in order for them to progress.

- Slow students - getting them to learn to read.

MISCELLANEOUS

- How does teacher retirement work? Can I withdraw my money? When can a teacher retire?

- Governor's Committee Report. Proposed size of classes, factors affecting, support its passing teacher raise.

- Trouble encountered in obtaining parent's permission to place children in special groups.

NEW TEACHER ORIENTATION

CONSULTANT_____ SCHOOL DISTRICT_____

ASSISTING TEACHER_____ GROUP_____

TEACHER'S NAME	BUILDING	SUBJECT OR GRADE LEVEL

REGION ONE EDUCATION SERVICE CENTER
111 NORTH TENTH STREET-EDINBURG, TEXAS 78539
512 DU3-5341 - POST OFFICE BOX 307

14 April 1969

TO: Superintendents of New Teacher Orientation Schools and Applicants to the New Teacher Orientation Summer Institute

FROM: Jim Cherry, Assistant Director for Planning and Program Development

SUBJECT: Opportunity to Offer Dependency Support to Participants and Change of Schedule of Dates for Applicants

Recent notification from the U. S. Office of Education in Washington provides that a change in the operational budget plan will permit payment of dependency support in the amount of $15 each week for dependents. Because of this operational change, it is necessary to notify prospective applicants before receipt of applications is cut off. This necessitates a change in the schedule of deadline dates. The new date schedule is as follows:

Activity	Deadline
Completed Application to Region One	April 28, 1969
Notification to Applicants and Alternates	May 7, 1969
Letters of Acceptance from Applicants and Alternates	May 12, 1969

Each superintendent is asked to have building principals announce these two changes in the project - dependency payments and deadline dates - to all new teachers.

JC:nw

Enclosures

REGION ONE EDUCATION SERVICE CENTER
111 NORTH TENTH STREET-EDINBURG, TEXAS 78539
512 DU3-5341 - POST OFFICE BOX 307

5 May 1969

This letter is to notify you that after careful consideration of your application, the Committee for Application Review has selected you to be an alternate for the New Teacher Orientation Summer Institute. Our regret is that funds available restrict us from including all the qualified applicants in this unique summer training program.

By May 16, 1969, we will know if any selected participant will not be able to attend the institute. Should a vacancy occur, the Committee for Application Review will nominate new participants from the alternate list after that date. These persons will be contacted immediately.

Sincerely yours,

Harold R. Dooley

Harold R. Dooley
Executive Director

cc: Mr. Craig Davidson

HRD:nw

EVALUATION

1. In what specific ways have these orientation programs helped you in the classroom?

   (a) Small Group Discussion:

   (b) Summer Scholars:

   (c) Editing Handbook:

2. What have been the most gratifying aspects of teaching?

3. What are the sources of best help for beginning teachers?

4. Make 3 important suggestions for a teacher who will begin next year.

5. Surprises in teaching not covered in student teaching or discussions -

EPDA C&D PROJECT

NEW TEACHER ORIENTATION SUMMER INSTITUTE

Payment Schedule

Pay on or before - 20

June 24 - PAN AMERICAN COLLEGE

Tuition for 30 students	$1,407.00
½ salary for Mrs. Virginia Davis	1,102.50
Make check to PAC.	$2,509.50

Travel expense bills for Mrs. Davis and Dr. Phyllis Phillips -- when presented by PAC
Make check to PAC.

June 27 - PARTICIPANTS

Stipend and dependency check made to each participant
Checks go to Mr. Davidson for distribution to participants.
See list furnished by Mr. Davidson.

June 27 - W.Craig Davidson

Salary, less usual deductions $900.00
Travel expense as presented through usual procedure

July 25 - PAN AMERICAN COLLEGE

½ salary for Mrs. Virginia Davis $1,102.50
Travel expense bills for Mrs. Davis and Dr. Phillips - when presented by PAC.
Make check to PAC on these items.

July 25 - PARTICIPANTS

Stipend and dependency payments as on June 27

July 25 - W. Craig Davidson $900.00

Salary, less usual deductions
$225 from this budget and $675 from the B-2 budget
Travel expense as presented throuth usual procedure

July 25 - COOPERATING TEACHERS

Make $100 check to each cooperating teacher.
See list from Mr. Davidson.
Give checks to Mr. Davidson for distribution.

Pay to: CONSULTANTS

Expense and honoraria statements when presented

Expend: COMMUNICATION and PUBLICITY

As needed

REPRODUCTION and OFFICE COST

As needed

REGION ONE EDUCATION SERVICE CENTER
101 SOUTH TENTH STREET, EDINBURG, TEXAS 78539
512/383-5611

September 25, 1969

NEW TEACHER ORIENTATION
1969-1970 Long Term

You have now taught most of September. In what ways have you found your summer student teaching, the analysis of your student teaching, and the resources and ideas offered in the afternoon seminars to be valuable and functional in your teaching?

1.

2.

3.

NOV 4 1970

HANDBOOK FOR NEW TEACHERS

New Teacher Orientation for Rio Grande Border Pupils

REGION ONE
EDUCATION SERVICE CENTER
AC 512/383-5611 • 101 SOUTH TENTH
EDINBURG, TEXAS 78539

The development of this Handbook for New Teachers was supported by a grant from the U. S. Department of Health, Education, and Welfare, Office of Education.

Title VI of the Civil Rights Act of 1964 states that "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance." Therefore, the Educational Personnel Development program, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

NEW TEACHER ORIENTATION
PROJECT HISTORY

With the cooperation of school superintendents in six Rio Grande Valley schools, Pan American College, and Region One Education Service Center, this unique pilot project was conceived and organized. It proposed to improve orientation for beginning teachers concerning the problems and potentialities of teaching poverty-stricken Mexican-American pupils in the Rio Grande border schools.

During the first year, visiting consultants from Pan American College and Dr. John W. McFarland of the University of Texas at El Paso served as on site advisors and conferees to small discussion groups of new teachers to help them gain a more complete understanding of the role of the teacher in Valley schools.

A master schedule of meetings was developed for the project. Six monthly meetings were held, one each in September, October, November, February, March and April. The twenty-nine small groups ranged in size from 8 to 18. Three hundred-fifty teachers were designated as new beginning teachers or teachers new to the Valley and participated in some or all of the meetings. Each session was approximately one hour long.

During June and July, 1969, twenty-nine of the 1968-69 New Teachers, referred to as Summer Scholars, participated in a student teacher training program. This was eight weeks in length. The participants earned credit through Pan American College. To our knowledge, this is the only college credit student teacher program offered under existing Texas Education Agency teacher preparation regulations by a Texas state-supported institution. Texas Education Agency subsequently asked Pan American College to demonstrate the program at the annual conference on Teacher Education, held in Dallas in October, 1969.

During the second year of operation, the project continued with twenty-nine summer scholars. Dr. John W. McFarland evaluated taped lessons of each teacher and held private conferences with each. Also, Dr. McFarland and Jim Cherry, Region One Education Service Center Planning and Program Development Director, worked with the twenty-nine scholars in the development of this Handbook for New Teachers.

It is the sincere wish of all cooperating and contributing officials and teachers, participants and organizations in this project that this Handbook for New Teachers will help school teachers to make education more effective for the youth in the Rio Grande Valley of Texas.

Harold R. Dooley
Executive Director

REGION ONE EDUCATION SERVICE CENTER
Edinburg, Texas

Harold R. Dooley
Executive Director

NEW TEACHER ORIENTATION PROJECT

An Educational Personnel Development Project for Disadvantaged Youth, Project Number 534243

Chief Consultant, Author, and Editor-in-Chief:
DR. JOHN W. McFARLAND, Dean, School of Education, The University of Texas at El Paso

Consulting Professors from Pan American College:
DR. L. D. GILMORE, Dean, School of Education
Dr. Phyllis Phillips, Assistant Professor
Mr. Thomas Simmons, Associate Professor
Mr. L. A. Youngman, Head, Dept. of Physical Science
Mrs. Virginia Davis, Assistant Professor

Project Coordinator and Editor:
MR. JIM CHERRY, Director, Planning and Program Development Division, Region One Education Service Center

Cooperating Superintendents and School Districts:
Mr. Phillip Fowler, Superintendent, Donna Independent School District
Mr. Thomas S. Pickens, Superintendent, 1967-68;
Mr. Sam Evins, Superintendent, 1968-70, Edinburg Consolidated Independent School District
Mr. S. P. Cowan, Superintendent, 1968-69;
Dr. Rodney Cathey, Superintendent, 1969-70, McAllen Independent School District
Mr. Kenneth White, Superintendent, Mission Independent School District
Mr. Dean Skiles, Superintendent, Pharr-San Juan-Alamo Independent School District
Mr. M. N. Henson, Superintendent, 1968-69;
Mr. Otto Longlois, Superintendent, 1969-70, Weslaco Independent School District

NEW TEACHER ORIENTATION PROJECT
SUMMER SCHOLARS

* Adelina Bazan, Mission I.S.D.
* Vida Burch, Edinburg C.I.S.D.
Arturo Cantu, McAllen I.S.D.
* Rosalinda Champion, PSJA I.S.D.
* Jo Ann Doffing, PSJA I.S.D.
* Paul Earls, PSJA I.S.D.
* F. James Foley, Weslaco I.S.D.
* Rosalinda Franco, PSJA I.S.D.
* Oscar Garcia, Donna I.S.D.
Reymundo Gonzales, Edinburg C.I.S.D.
* Horace Guerra, McAllen I.S.D.
* Arturo Hernandez, PSJA I.S.D.
* Lavern Huber, Mission I.S.D.
* Ruth Johnson, La Feria I.S.D.
* John Leal, PSJA I.S.D.
* Eliezer Marroquin, Donna I.S.D.
* Marvin Morris, PSJA I.S.D.
* Myrtle Norstrum, Brownsville I.S.D.
* Janet Olson, Donna I.S.D.
* Barbara Peek, Los Fresnos I.S.D.
* Maria Celia Pena, Rio Grande City I.S.D.
Maria Christina Perez, Edcouch-Elsa I.S.D.
* Noe Perez, Edinburg C.I.S.D.
* Helen Price, PSJA I.S.D.
Medardo Salinas, Harlingen I.S.D.
Harold Sheppard, Weslaco I.S.D.
Melvin Terrell Taylor
* Virginia Valent, Brownsville I.S.D.
Jonas Ybarra, Donna I.S.D.

* Editorial board for contribution of handbook content.

NEW TEACHER ORIENTATION
HANDBOOK ADVISORY COMMITTEE

Donna - Mrs. Kitty J. Brough, Principal
Donna Migrant School

Edinburg - Mrs. Enedina Guerra
Reading Coordinator

McAllen - Mr. Augusto Guerra, Principal
Central Elementary School

Mission - Mr. J. C. Hinton, Supervisor
Guidance and Curriculum

P.S.J.A. - Mrs. Katie Beane, Director
Elementary Instruction

Weslaco - Mrs. Mary Carrizales, Director
Bilingual Program

CHIEF SCRIPT AND LAYOUT SPECIALIST
Mrs. Cathy Longoria

SCRIPT TECHNICIAN
Mrs. Pam Hall

AGRARIANS OF THE MIND

To you who open student minds
To awareness of surrounding life:
Saludo!

To you who teach girls and boys
To express emotional joys:
Saludo!

To you who serve human kind,
Imparting knowledge, stretching minds:
Saludo!

To you who loose dreams to fly,
Teaching skills, creating whys:
Saludo!

Agrarians of the mind,
Cultivators of thought seeds,
Harvesters of soul expression:
Saludo!

Acorns of wisdom grow in you classrooms.
Sturdy man-oaks sentinel your dreams.

Jim Cherry
1970

NEW TEACHER ORIENTATION PROJECT
SUMMER SCHOLARS

* Adelina Bazan, Mission I.S.D.
* Vida Burch, Edinburg C.I.S.D.
Arturo Cantu, McAllen I.S.D.
* Rosalinda Champion, PSJA I.S.D.
* Jo Ann Doffing, PSJA I.S.D.
* Paul Earls, PSJA I.S.D.
* F. James Foley, Weslaco I.S.D.
* Rosalinda Franco, PSJA I.S.D.
* Oscar Garcia, Donna I.S.D.
Reymundo Gonzales, Edinburg C.I.S.D.
* Horace Guerra, McAllen I.S.D.
* Arturo Hernandez, PSJA I.S.D.
* Lavern Huber, Mission I.S.D.
* Ruth Johnson, La Feria I.S.D.
* John Leal, PSJA I.S.D.
* Eliezer Marroquin, Donna I.S.D.
* Marvin Morris, PSJA I.S.D.
* Myrtle Norstrum, Brownsville I.S.D.
* Janet Olson, Donna I.S.D.
* Barbara Peek, Los Fresnos I.S.D.
* Maria Celia Pena, Rio Grande City I.S.D.
Maria Christina Perez, Edcouch-Elsa I.S.D.
* Noe Perez, Edinburg C.I.S.D.
* Helen Price, PSJA I.S.D.
Medardo Salinas, Harlingen I.S.D.
Harold Sheppard, Weslaco I.S.D.
Melvin Terrell Taylor
* Virginia Valent, Brownsville I.S.D.
Jonas Ybarra, Donna I.S.D.

* Editorial board for contribution of handbook content.

NEW TEACHER ORIENTATION
HANDBOOK ADVISORY COMMITTEE

Donna - Mrs. Kitty J. Brough, Principal
Donna Migrant School

Edinburg - Mrs. Enedina Guerra
Reading Coordinator

McAllen - Mr. Augusto Guerra, Principal
Central Elementary School

Mission - Mr. J. C. Hinton, Supervisor
Guidance and Curriculum

P.S.J.A. - Mrs. Katie Beane, Director
Elementary Instruction

Weslaco - Mrs. Mary Carrizales, Director
Bilingual Program

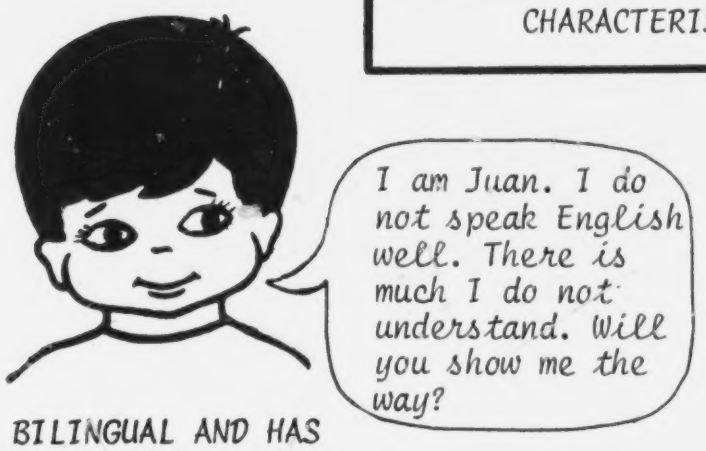
CHIEF SCRIPT AND LAYOUT SPECIALIST
Mrs. Cathy Longoria

SCRIPT TECHNICIAN
Mrs. Pam Hall

TABLE OF CONTENTS

Title	Page
Characteristics of Border Pupils	1
Special Challenges in Teaching Border Pupils	3
Planning and Organizing Learning Experiences	5
Organizing the Classroom	6
Planning the Lesson	7
Towards Better Motivation and Interest	9
The Daily Lesson Plan	11
The Teacher's Voice	13
Evaluation	15
Discipline and Pupil Behavior	17
Communications with Pupils	19
Communications with Tactful Words	21
Communications with Other Teachers	22
Communications with Principals	23
Communications with Parents	25
Pupil - Parent - Teacher Conference	26
That Important First Day of School	27
Resources of Region One Education Service Center	29
Understanding and Applying School Policies	31
Special Policies For This Particular School	32
A Teacher's Ethical Responsibilities	33

CHARACTERISTICS OF BORDER PUPILS



BILINGUAL AND HAS CLOSE FAMILY BONDS

COURTEOUS AND AFFECTIONATE

PRIDE AND CODE OF HONOR

RESPECTS PARENTS - WILL RESPECT YOU

LAUGHS, SMILES, HAS A HAPPY OUTLOOK

RESPECTS AUTHORITY

EXTENSIVE TRAVEL BACKGROUND

LIKES TO SHARE IDEAS, SUPPLIES, EXPERIENCES, EQUIPMENT, PERSONAL BELONGINGS

REALLY WANTS TO LEARN - HIS PARENTS WANT THIS FOR HIM

HAS EXPERIENCED HARD LABOR FOR LONG HOURS

HIS POVERTY CREATES INSECURITY

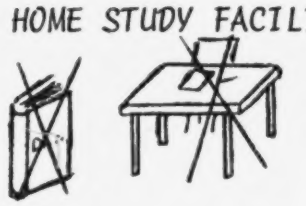
HIS PARENTS' POVERTY AND SUSPICION INTERFERES WITH AFTER-SCHOOL ACTIVITIES

MIGHT APPEAR APATHETIC, LISTLESS-MAY SHOW DISINTEREST IN

literature	science
geography	reading

NOT LIKELY TO BE SPOILED OR PAMPERED

LACKS HOME STUDY FACILITIES



OFFER CONSTRUCTIVE HELP AND GUIDANCE IN A COURTEOUS WAY

CULTIVATE A SUCCESS CYCLE. PRAISE PUPIL ACHIEVEMENT

ESTABLISH REALISTIC, SHORT RANGE GOALS

BE ALERT TO PHYSICAL NEEDS

Quietly REFER QUESTIONABLE HEALTH PROBLEMS TO THE SCHOOL NURSE

HELP MEXICAN-AMERICAN PUPILS AND ANGLO-AMERICAN PUPILS ACCEPT AND RESPECT EACH OTHER

RESPECT FAMILY TRADITIONS

TREAT EACH PUPIL AS AN INDIVIDUAL - EACH IS ONE IN HIS OWN RIGHT

EMPHASIZE POTENTIALITIES INSTEAD OF PROBLEMS

AS YOU HELP THEM, UNDERSTAND THAT SUPERSTITION IS IN THEIR CULTURE. CONSIDER THE EFFECT OF THE SUPERSTITION.

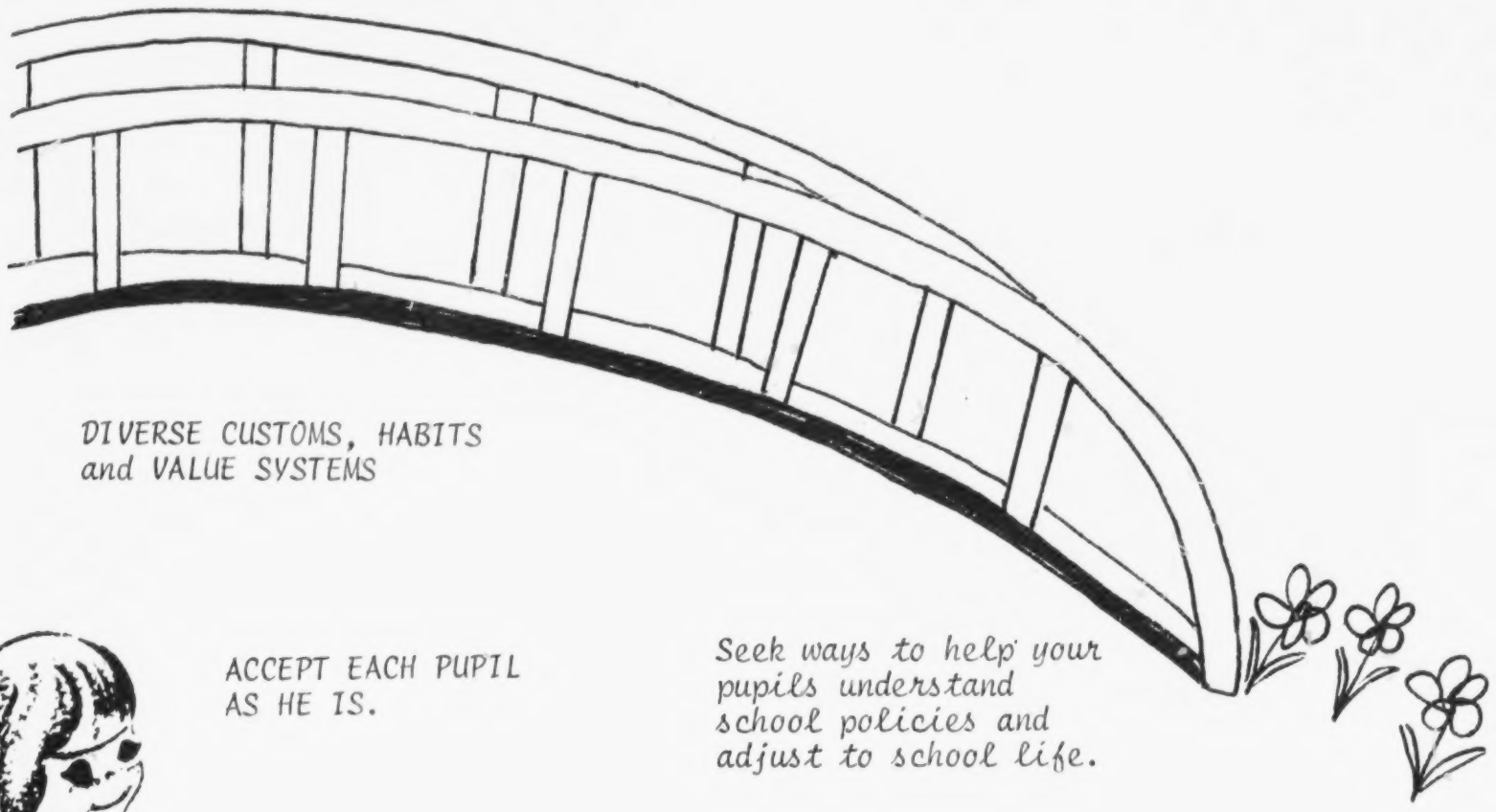
REMEMBER THAT SPANISH LANGUAGE PHONETICS ARE DIFFERENT FROM ENGLISH LANGUAGE PHONETICS

RE-ORIENT PUPIL RETURNING FROM ABSENCES. HELP HIM STUDY AND UNDERSTAND WORK HE HAS MISSED.
WORK WITH-

classmates
small groups
conferences
Future Teachers
Student Teachers
College Students

TO IMPROVE LEARNING.

BUILD A BRIDGE OF UNDERSTANDING



DIVERSE CUSTOMS, HABITS
and VALUE SYSTEMS

ACCEPT EACH PUPIL
AS HE IS.

Seek ways to help your pupils understand school policies and adjust to school life.

Love for America
Respect for Mexico
Pride in School

Manifest an INTEREST in their LEARNING, in their IDEAS, in their PROBLEMS.

Help each pupil develop self-esteem.

Get students to THINK ABOUT what they are studying and to APPLY it outside of school.

LISTEN to your pupils.

Greet them, inquire about their family, about weekend, how well they slept, how they feel, or ask them to tell about their pets.

Accept whatever homework a student is able to complete under adverse conditions and encourage improvement on succeeding assignments

SPECIAL CHALLENGES IN TEACHING BORDER PUPILS

Opening up opportunities and potentialities is a great privilege and joy. As a new teacher in the Rio Grande Valley, you have a clear opportunity -

to make formerly apathetic pupils aware of vast new potentialities

to make poverty, hardship-blighted boys and girls aware of understanding, care, and love

to awaken interest in learning where there formerly was little enthusiasm

to support and encourage newly awakened creative talents

to listen to pupils who need listeners

to clarify communications and understanding

to stimulate effective pupil achievement

ACCEPT

UNDERSTAND

TRUST

INDIVIDUALIZE

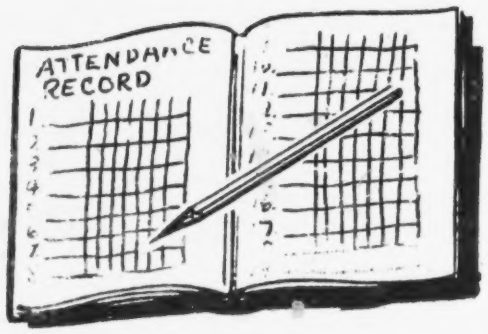
DIVERSIFY

Because of cultural differences, hardships of poverty, and previous experiences with prejudice, many of these pupils consider teachers as adversaries, barriers, punishers, people to avoid or circumvent. As a newcomer, you can begin on a natural basis of acceptance and trust. Acceptance, UNDERSTANDING, and trust can provide the basis for good human relations and effective learning and development. LET THEM KNOW BY YOUR MANNER and ACTIONS THAT YOU ACCEPT THEM, BELIEVE IN THEIR NATURAL WORTH and MERIT, and EXPECT THINKING, LEARNING, PROGRESS, COURTESY, and ACHIEVEMENT. Acceptance can facilitate organization, planning, and efficiency.

In Valley schools you will find a wide range and diversity of talents, problems, potentialities, interests, and capabilities. One challenge is to INDIVIDUALIZE and DIVERSIFY learning activities and opportunities so that each and every pupil can learn and develop towards his optimum capacities. Some of your pupils are capable of reading widely and independently. Others need detailed tutoring. Some can do creative research. Others need constant guidance and supervision. They are at varying stages of RESPONSIBILITY, CONCENTRATION, ABILITY to persevere and to finish a lesson. Your challenge is to help each pupil to achieve satisfactory progress.

IRREGULAR ATTENDANCE

FREQUENT ABSENCES



LATE REGISTRATIONS

TARDINESS

Can you help them develop better HABITS of punctuality and perseverance?

Can you help them WANT to attend more regularly?

How can you help pupils attend more consistently?

CHALLENGES

Lack of intellectual discussion in the home

Language difficulties

How to facilitate reading

Pupil's lack of confidence

Can you establish contact with absentees? Perhaps through a brother, sister or classmate?

Their AWARENESS of your concern and interest will be a positive force towards returning and interest.

CHALLENGES

Migrant students

Communications

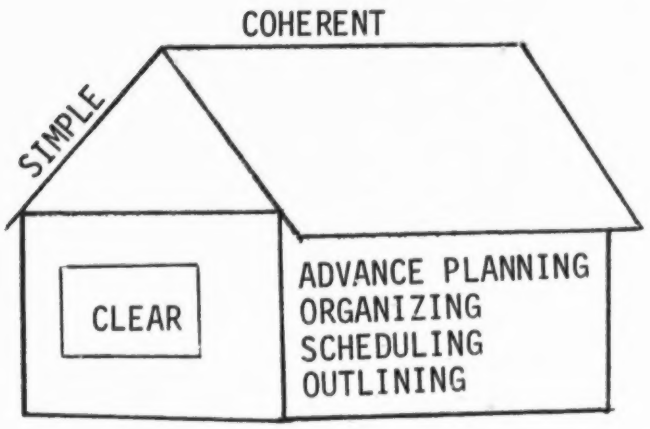
Large classes

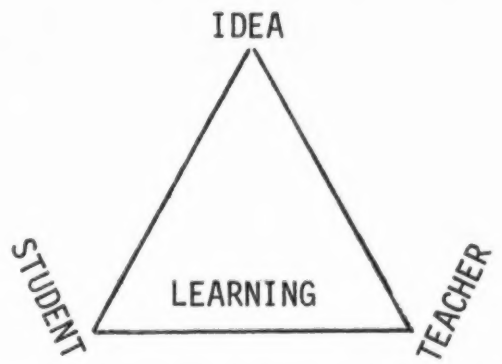
How do you help the pupil returning from absences to re-orient and to understand the work he has missed?

Some teachers use Wednesday as "Catch-Up-Day", with emphasis on understanding and review.

PLANNING AND ORGANIZING LEARNING EXPERIENCES

T E A C H I N G A N D L E A R N I N G





Learning occurs when the student confronts an idea with the help of the teacher.

(YOU)

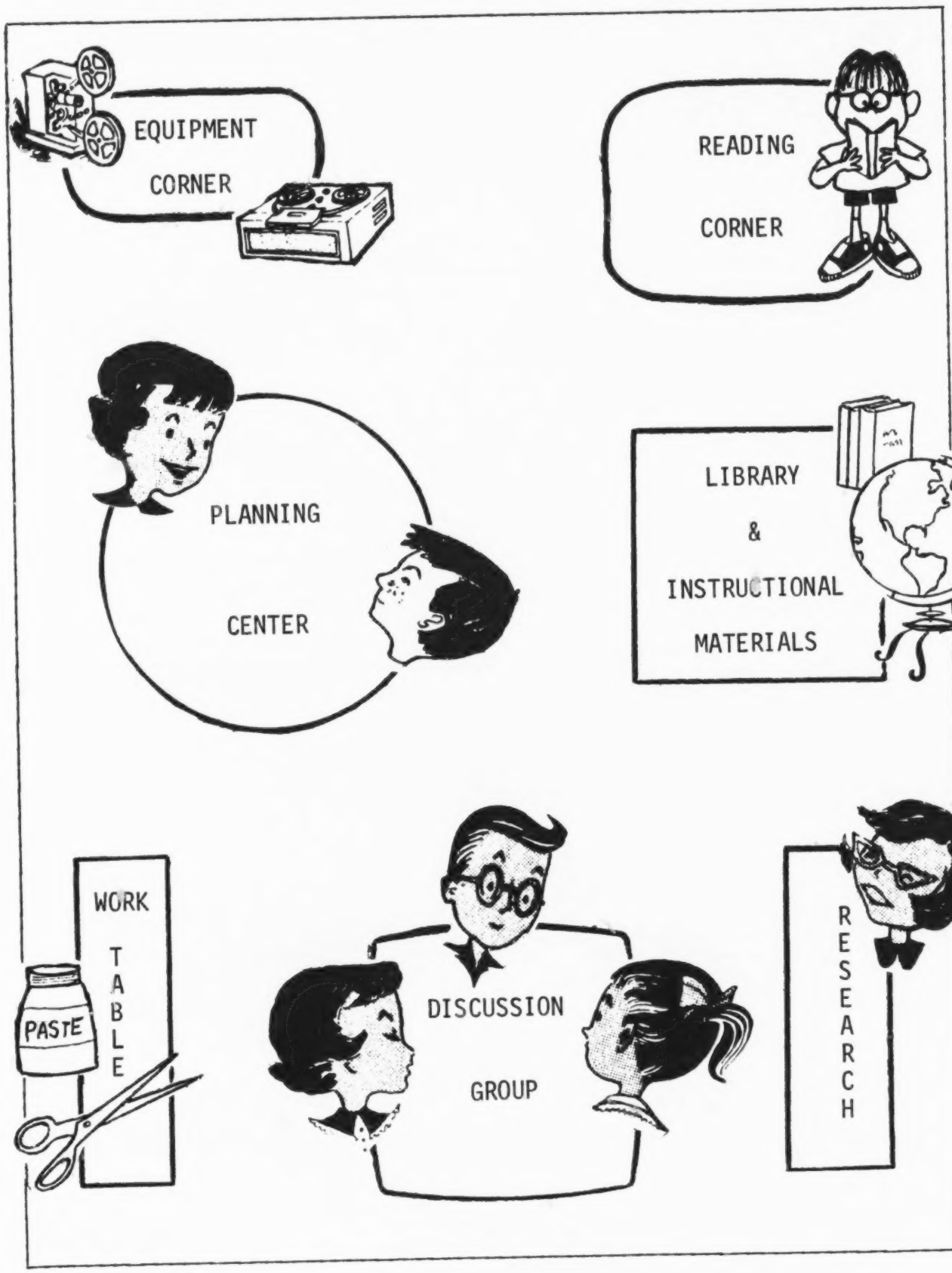
- LEARN KINDS OF CLASSES & PUPILS YOU WILL TEACH
- THINK ABOUT YOUR PURPOSE - LEARNING OBJECTIVES
- GATHER YOUR RESOURCES AND INFORMATION

AT SCHOOL	REGION ONE EDUCATION SERVICE CENTER	PAN AMERICAN & OTHER COLLEGES
Films	Audio-Visual Aids	Books
Slides	Resource Kits	Materials
Maps	Library Material	Consultants
Charts	Curriculum Guides	Reference Materials
Posters	Teaching Devices	Resources
Transparencies	Supplies	
Teaching machines	Consultants	
Records and tapes		
Textbooks		
Library Material		

Examine curriculum guides and bulletins from your school and from other school districts. Get a tentative plan or outline for the course in mind. KNOW about what you will ask PUPILS to learn.

ORGANIZING THE CLASSROOM

Organize your classroom in a manner that is most conducive for your pupils to learn. Arrange the room to fit the learning activities rather than making the instructional program fit the room. Improvise where necessary. Establish centers for learning, such as suggested here, in secondary as well as in elementary levels.



Planning the Lesson

WHY PLAN?

PREPARATION

Purposes are emphasized, and activities are more likely to be related to pupil and teacher purposes

A brief outline of a unit of work to relate each lesson to learning experiences & ideas

Make a tentative PLAN for each lesson- each day!

No frustration, if prepared

Decide on priorities

Accuracy is enhanced

PREPARATION

Flexibility to involve pupils- But advance planning enhances quality of teaching

PREPARATION

Evaluation is clearer

Students appreciate efficiency and certainty

PREPARATION

PLAN NEW WAYS TO PROVIDE ATTENTION FOR INDIVIDUAL PUPILS

Lessons are more coherent and unified- therefore clearer

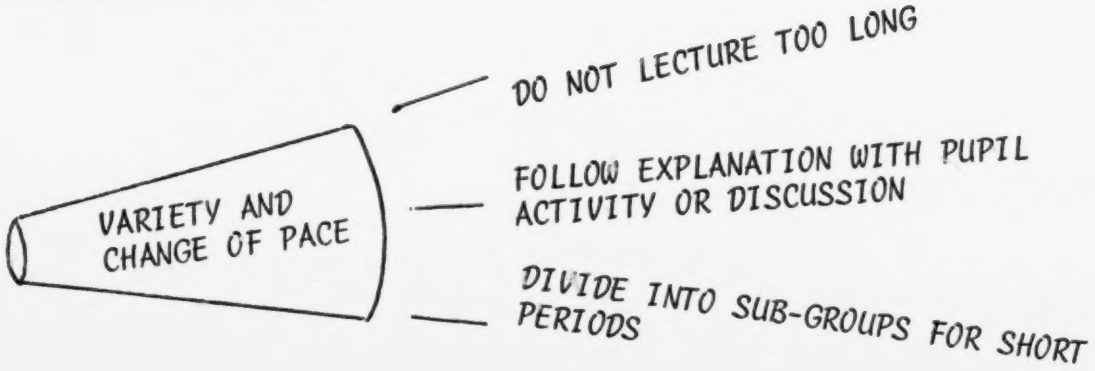
Plan by units and for each lesson

Be prepared for questions from students

REINFORCE lessons your pupils have learned

PREPARATION

HOW TO PLAN !


VARIETY AND CHANGE OF PACE
DO NOT LECTURE TOO LONG
FOLLOW EXPLANATION WITH PUPIL ACTIVITY OR DISCUSSION
DIVIDE INTO SUB-GROUPS FOR SHORT PERIODS

Pupils can dramatize, demonstrate, illustrate, debate, discuss, conduct laboratory experiments. They can measure, observe, listen, report.

FIND AND USE NEW APPROACHES TO LEARNING!

Work with other teachers who can help you develop lists of community resources, directories of people who can talk to pupils, demonstrate materials or processes, or answer questions. Have resources available so that teaching can be flexible.

PLAN field trips or use of consultants to enliven your instruction. Use the Region One Education Service Center Resource Handbook.

INDIVIDUAL ATTENTION TO INDIVIDUAL PUPILS.

Plan ways for the pupils to work autonomously...

- .solving problems
- .reading
- .using reference materials
- .illustrating
- .diagramming
- .outlining

while you confer with one pupil or a group of pupils.

Use experience and knowledge pupils have gained from wide travels and background in two nations, sometimes in many states.

Allow pupils options or choices from several alternatives

Be Willing to Change Your Plans

PLAN FOR ALTERNATIVE WAYS OF PRESENTING IDEAS, QUESTIONS, AND PROBLEMS

PLAN the TIMING of CLASS WORK

Pupil Participation in Planning

Use Community and College Library

Get ideas from other teachers

Plan Sub-Group Activities within Class

List questions - yours and students'

Use Curriculum Guides - from your school district and from other schools

TOWARDS BETTER MOTIVATION AND INTEREST

Be RELAXED, OPTIMISTIC, COURTEOUS, ENTHUSIASTIC.

Where possible, let pupils help to plan classroom learning activities.

Teach them how to study.

Refer to TV Programs that are educational.

LISTEN to pupils.

Raise thought-provoking QUESTIONS.

Relate lessons to PUPIL INTERESTS.

Be aware of pupils' attention span.

Commend and praise their efforts.

Show a clear, friendly interest in each pupil.

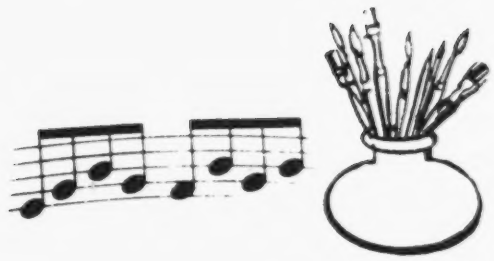
Start each lesson with a bright, NEW IDEA presented in an interesting manner.

Coach them individually. Answer their questions.

Individualize Instruction.

Display pupil work! Recognition for EVERY Pupil.

Teach them WHY they study this subject, these lessons and topics--
WHY it is important to read, to understand geography, math, science...



Music and Art stimulate interest.

Dramatic Skits and Pantomimes add zest.

Change of Pace - Use a Variety of learning activities. Watch their attention span. Change to a new type of activity when interest lags.

Demonstrate practical applications.

Give pupils choices among alternatives.

Use Puppets.

Use New Materials--
Audio-Visual Aids,
Educational Telecasts,
Demonstrations,
Laboratory Experiments.

Guide your pupils to make or draw or illustrate or ramatize whatever you are studying.

Involve pupils in presenting ideas, answering questions, solving problems.

Encourage individual and small group projects.

Share new learnings with others.

THE DAILY LESSON PLAN

(A Suggested Outline)

Check on whether your school system or your principal will expect a certain form for lesson plans. If so, follow that plan. If not, you have leeway to develop or to vary your form or plan. A definite written plan of some kind is necessary. Use the plan to make your teaching better organized and more effective. Here are some elements to include in a daily lesson plan:

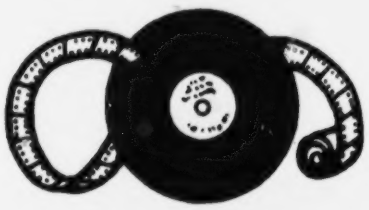
TOPICS TO BE STUDIED and relations to other learning experiences. Try to connect TODAY'S LESSON with pupils' past experiences and achievements and with future learning opportunities. Analysis of today's pupil needs should provide the basis for tomorrow's lesson. Think of a novel way to introduce a lesson, such as play a game, show a picture, or use audio-visual aids.

TEACHER PURPOSES - What are you trying to achieve in this lesson? WHY this lesson? What values do you seek for pupils?

PUPIL PURPOSES - They might not, at first, share your purposes or even be aware of them. If they have other purposes in mind, you had better be aware of them. As you get to know your pupils better, you can imagine and project what their purposes probably will be.

CONCEPTS and SKILLS TO BE DEVELOPED
Think of this lesson in relation to the entire year's work, to the STRUCTURE of knowledge in this field. What important ideas do you want them to develop? What understandings must they clarify? What must pupils be able to do?

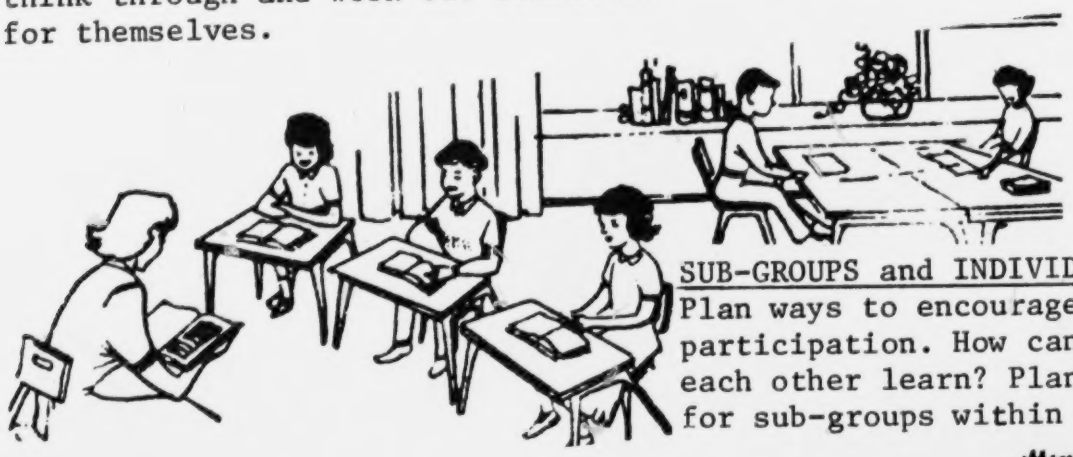
MATERIALS, EQUIPMENT, and SUPPLIES NEEDED - for this lesson. Are they available? Can your principal help you?



TEACHER'S ACTIVITIES - How will you help individual pupils? What will YOU do during the period?

PUPIL LEARNING ACTIVITIES - How can you get them to be ACTIVE LEARNERS? Plan for them to draw, demonstrate, solve problems, answer questions, ask questions, discuss, give reasons, act out situations, read, report, do research, work together. Actually, teacher and pupil activities might merge into one sequence.

QUESTIONS YOU WILL ASK and QUESTIONS PUPILS WILL LIKELY ASK - Design questions which will stimulate your pupils to become thoughtfully engaged in the lesson. Anticipate concepts, skills, and problem-solving procedures students may have difficulty grasping. Plan carefully worded questions which help students think through and work out solutions for themselves.



SUB-GROUPS and INDIVIDUAL ATTENTION - Plan ways to encourage more individual participation. How can students help each other learn? Plan short sessions for sub-groups within the classroom.

EVALUATION - Some form of pupil participation in summarizing or appraising what they have accomplished. Practical applications of the lesson. Basic for next learning activities.

ASSIGNMENT - or looking forward to the next lesson.

THE TEACHER'S VOICE

Speak slowly and clearly.

Enunciate all letters of the words distinctly.

Speak in pleasant well-modulated, clear tones most of the time.

AVOID A LENGTHY TEACHER LECTURE!

Boys and girls like variety and happiness.

AVOID IMPATIENCE!

AVOID HARSH CRITICISM OF STUDENTS.

Vary your voice. Raise it for emphasis. Use a stage whisper from time to time (unique emphasis).

Relax and work towards a comfortable, happy atmosphere in your classroom.

Speak in a quiet, pleasant, calm voice.

Don't use your voice excessively.

Make certain that your pupils understand your words and exactly what you mean.

Don't shout! Develop resonance in your voice.

Use simple, clear, familiar terms.

Use an evaluation scale like Flanders and Amidon's Interaction Analysis to determine who's doing the talking and what kinds of talking (directive, non-directive, stimulating, supportive) are being used.

Try your voice on a tape recorder. Your principal or education service center can guide you in this.

Listen for pupil participation and for pupil reactions to the lesson and for your impact on your pupils.

Let your pupils talk.

Insist that pupils listen carefully to hear and understand what pupils have said.

Record a lesson; then play it back in private or in conference with a trusted advisor.

Seek to arrange for a video tape so that you can see as well as hear the lesson.

Avoid repeating immediately what each pupil says.

Support and positively reinforce ideas your pupils contribute.

Be prepared by continuous study of the ideas developed in your class.

Help pupils learn to pay attention the first time you speak. This helps to remove pupil dependency upon repeated questions and answers.

Let there be some periods of silence when students can meditate about what they have been studying, organize their thoughts, and answer questions.

Plan for oral interaction in the classroom, but be flexible as students introduce new, unexpected ideas and questions.

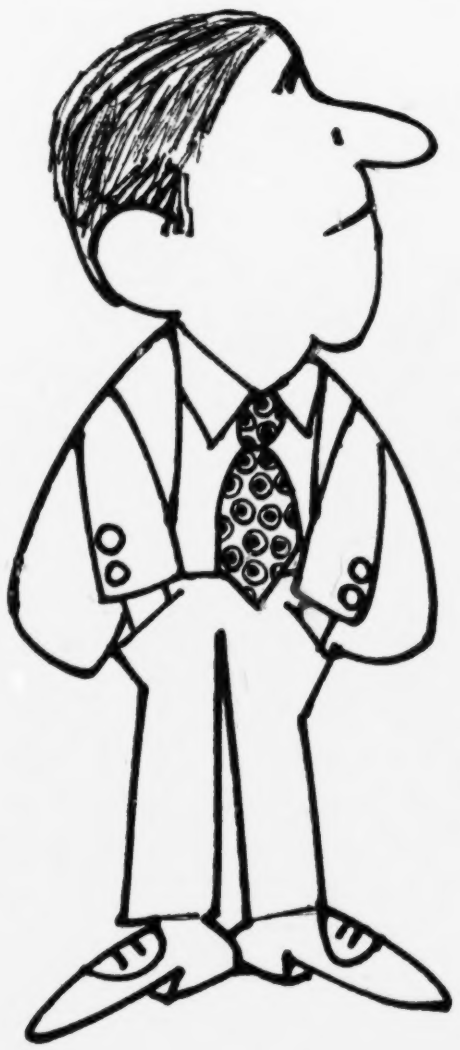
EVALUATION

The real reasons for evaluation include:

Diagnosis of pupil achievement as a basis for planning better teaching and learning.

Self-appraisal of teacher's work.

Communications and agreement among pupil, parents and teacher concerning pupil progress.



Positive recognition of achievement and commendations can improve pupil motivation.

Be available to answer pupil questions and to clarify concepts.

Whenever a new concept or skill is introduced, arrange for pupils to make immediate applications to demonstrate their understanding.

Immediate evaluation and correction and clarification can reinforce pupil understanding.

Insure that pupil evaluations help each child build a success life cycle rather than one of failure.

Have frequent conferences with individual pupils about their learning.

Keep a file of the student's papers to demonstrate pupil progress.

Be flexible, yet consistent and fair in your interpretation.

Use a variety of appraisal methods: objective tests, discussion tests, oral examinations, interviews, pupil self-appraisal.

When children fail to learn, the reason may be due to the method of presentation rather than to the learner's ability to understand.

Report card grades are not precise nor infallible.

Make your evaluation relevant to your objectives and to class learning experiences.

Use evaluation as feed-back to improve your teaching and as a guide for helping each pupil.

You might be able to minimize the effect of the lowest grade if many scores are recorded during the grading period. That grade may be unrealistic as compared to his other grades.

Find out how experienced teachers in your school evaluate pupil progress and adapt the good features to your situation and within your local school policy.

Recording of a variety of evaluations helps to support your appraisal.

DISCIPLINE AND PUPIL BEHAVIOR

HELP THEM LEARN HOW TO KEEP THEIR ACTIVITIES FROM INTERFERING WITH OTHERS.

INSIST ON THEIR BEING COURTEOUS AND CONSIDERATE.

ENCOURAGE PUPILS TO DEVELOP SELF-CONTROL, SELF-RELIANCE, SELF-DISCIPLINE.

HAVE ALL MATERIALS AND EQUIPMENT READY. ORGANIZATION ENCOURAGES GOOD BEHAVIOR.

START LESSONS PROMPTLY.

CLARIFY WHEN AND UNDER WHAT CIRCUMSTANCES TALKING OR MOVING ABOUT THE ROOM IS ACCEPTABLE.

INSIST ON THEIR CONCENTRATING ON A DEFINITE, CONSTRUCTIVE, LEARNING ACTIVITY WHEN EACH LEARNING PERIOD STARTS.

HELP THEM GRADUALLY TO ACCEPT RESPONSIBILITY FOR THEIR OWN BEHAVIOR.

HELP THEM UNDERSTAND THE PURPOSES OF SCHOOL.

HELP THEM TO SUCCEED.

HELP THEM UNDERSTAND WHY THEY ARE STUDYING WHAT THEY STUDY.

PLAN AND WORK TOWARDS AN EFFICIENT, BUSINESS-LIKE, COURTEOUS, OPTIMISTIC CLASSROOM.

EXPLAIN WHY QUIET IS AT TIMES NECESSARY IN THE CLASSROOM.

LET THEM KNOW THAT YOU STAND FOR LEARNING, STUDY, THOUGHTFULNESS, ORDER, EFFICIENCY, ORGANIZATION, COURTESY, AND AN EFFECTIVE LEARNING ATMOSPHERE.

CONSTANTLY, BRIEFLY, COURTEOUSLY ENCOURAGE PUPILS TO BE ON TIME, TO BE PREPARED, TO HAVE NECESSARY EQUIPMENT AND SUPPLIES.

BE CONSISTENT - TREAT EVERY PUPIL FAIRLY ACCORDING TO HIS INDIVIDUAL SITUATION.

IF THE CLASS BECOMES DISORDERLY, CHANGE TO ACTIVITIES MORE CONDUCIVE TO ORDER AND QUIET.

DELEGATE RESPONSIBILITIES TO PUPILS AND THEN SEE THAT THEY FULFILL THEM.

AVOID THREATS YOU CANNOT OR WILL NOT ENFORCE.

BE PATIENT. LAUGH AND SMILE WITH YOUR PUPILS.

INVOLVE PUPILS IN SETTING CLASSROOM BEHAVIOR STANDARDS.

DISCUSS BEHAVIOR FRANKLY AND OPENLY WITH PUPILS.

EMPHASIZE RESPECT FOR PUBLIC PROPERTY AND FOR THE PROPERTY OF OTHERS.

AFTER SETTLING THE DIFFICULTY, FORGET IT. DON'T HOLD A GRUDGE!

MAINTAIN EYE-TO-EYE CONTACT DURING THE LESSON.

KEEP AN ACCURATE RECORD OF DISCIPLINARY PROBLEMS REFERRED TO THE PRINCIPAL.

LISTEN TO AND OBSERVE PUPILS CAREFULLY.

IF YOU MUST REFEREE DISPUTES, LISTEN FAIRLY TO ALL SIDES.

BE ALERT TO COMMEND GOOD BEHAVIOR.

ABOVE ALL, AVOID SARCASM OR RIDICULE EVEN IN JEST.

EMPHASIZE SAFETY OF ALL CONCERNED.

USE OTHER DETERRENTS BEFORE CONSIDERING USE OF CORPORAL PUNISHMENT, WHICH SHOULD BE USED ONLY AS A LAST RESORT.

KNOW SCHOOL POLICIES. IF PUNISHMENT BECOMES NECESSARY, FOLLOW SCHOOL POLICY PRECISELY AND KEEP YOUR PRINCIPAL INFORMED.

FOR CORPORAL PUNISHMENT, SEPARATE PUPIL FROM CLASSMATES, BUT HAVE THE PRINCIPAL OR HIS REPRESENTATIVE AS A WITNESS.

COMMUNICATIONS WITH PUPILS

Make yourself available and accessible to each pupil in your class, BEFORE and AFTER school.

To be effective, COMMUNICATE clearly with individual pupil.

Let them know clearly that you want to HELP them, ANSWER their questions, HELP SOLVE their problems, LISTEN to them.

ASK many questions, carefully planned so that particular pupils can answer the questions.

ENCOURAGE PUPIL PARTICIPATION IN CLASS ACTIVITIES.

Be PATIENT and WILLING to WAIT for slow pupils to ANSWER.

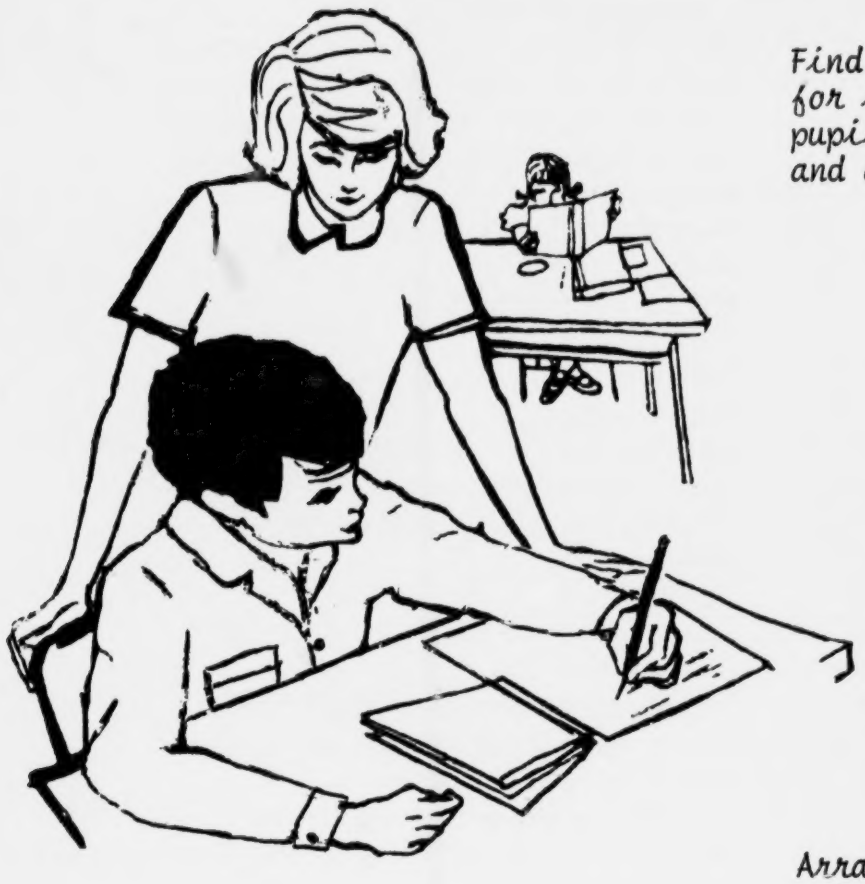
COMMEND AND PRAISE THE PUPIL FOR MAKING A GOOD CONTRIBUTION.

IF POSSIBLE, FIND SOMETHING GOOD AND POSITIVE ABOUT EACH ANSWER.

Show INTEREST in SPANISH as a beautiful, expressive language. Frequently show your interest in MEXICAN culture. Ask students about family customs, traditions, Mexican dances, songs, holidays, clothes, and art.

Avoid condemning a wrong answer, mistakes, lack of homework, lack of participation. Help pupils positively to improve, make clear their need to improve, but manifest optimism about improvement. Help your pupils set realistic goals for study and achievement.

If possible, converse with pupils part of the time in Spanish. Show them that you respect Spanish as a beautiful language representing a respected culture.



Find time frequently to be available for individual conferences. Encourage pupils to come to you with problems and questions.

The teacher's goal should be to get pupils to accept responsibility for their own behavior and for their own learning.

Open the door to higher aspirations. Discuss with them the possibility for higher education.

Arrange for pupils to converse with each other. They need practice in the use of English, especially those who are learning English as a second language.

LISTEN with interest to voluntary pupil discussions. Ask a bashful pupil to repeat what he has said so that a classmate will understand.

Frequently send a letter or note home with your pupil commending his progress.

COMMUNICATIONS WITH TACTFUL WORDS

We'll all agree that there are several ways of saying things, and certainly we, as teachers, should be skilled in tactful, positive phraseology. Before your next parent conference, you might like to glance at this list of descriptive phrases and choose a few which have a more desirable connotation.

Negative Expressions	More Positive Expressions
Must	Should
Lazy	Can do more when he tries
Trouble maker	Disturbs class
Uncooperative	Should learn to work with others
Cheats	Depends on others to do his work
Stupid	Can do better work with help
Never does the right thing	Can learn to do the right thing
Below average	Working at his own level
Truant	Absent without permission
Impertinent	Discourteous
Steal	Without permission
Unclean	Poor habits
Dumbell	Capable of doing better
Help	Cooperation
Poor	Handicapped
Calamity	Lost opportunity
Disinterested	Complacent, not challenged
Expense	Investment
Contribute to	Invest in
Stubborn	Insists on having his own way
Insolent	Outspoken
Liar	Tendency to stretch the truth
Wastes time	Could make better use of time
Sloppy	Could do neater work
Incurred failure	Failed to meet requirements
Mean	Difficulty in getting along with others
Time and again	Usually
Dubious	Uncertain
Poor grade of work	Below his usual standard
Clumsy	Not physically well-coordinated
Profane	Uses unbecoming language
Selfish	Seldom shares with others
Rude	Inconsiderate of others
Bashful	Reserved
Show-off	Tries to get attention
Will fail him	Has a chance of passing, if...

COMMUNICATIONS WITH OTHER TEACHERS

All teachers have mutual interests, concerns, and problems and potentialities. All of us are seeking the development of understanding and interest.

ASK QUESTIONS!

ASK OPINIONS!

ASK WHY!!

SEEK COUNSEL!

LISTEN TO OTHER TEACHERS!

AVOID NEGATIVE THINKERS!

GO WHERE OTHER TEACHERS ARE!

ASK ABOUT PUPIL REACTIONS IN OTHER CLASSES!

ASK FELLOW TEACHER WHAT HE WOULD DO UNDER CERTAIN CIRCUMSTANCES!

ASK HOW TO WORK WITH CERTAIN PUPILS WHO HAVE SPECIAL PROBLEMS OR POTENTIALITIES!

ASK WHERE RESOURCES AND EQUIPMENT CAN BE FOUND!

ASK TO BORROW MATERIALS THAT WORK SUCCESSFULLY - CARE FOR THEM AND RETURN PROMPTLY!

SHARE YOUR OWN IDEAS AND MATERIALS!

ASK ABOUT SCHOOL POLICIES, SCHEDULES, DEADLINES!

Get informed about standards of dress, personal appearance, behavior, and customs and habits at the school.

When you become acquainted with your pupils, talk with teachers who have taught your pupils in previous years and study their cumulative records.

Be humble and modest in approaching experienced teachers for help and advice. Show happy appreciation.

Seek experienced teacher as a "buddy", guide, or resource consultant.

Meet other teachers, new to the Valley, school, or school district.

Look for colleagues in community- visit by phone.

Look for the positive, optimistic evaluation. Don't judge a student on the basis of other members of his family.

FIND OUT ABOUT TEACHER ORGANIZATIONS- JOIN AND BE ACTIVE!!

.Texas State Teachers Association
.Texas Classroom Teachers Association
.Local Teachers Association
.National Education Association
. Association for Childhood-Education International

RESPONSIBLE PROFESSIONALS

COMMUNICATIONS WITH PRINCIPALS

YOUR PRINCIPAL IS YOUR FRIEND, GUIDE, SUPPORTER, AUTHORITY.

Your line of responsibility is to or through your principal.

The principal interprets the school policy. If policies are not clear, ask him. Compliment him or thank him for a good policy.

* * * * * * * *
* FOLLOW *
* CUSTOMS *
* AND *
* TRADITIONS *
* OF *
* YOUR *
* SCHOOL. *
* * * * * * * *

Your principal is a busy man, but his first priority and primary responsibility is to help teachers do a good job. To get his help, it is worth waiting for him. BE PATIENT! You might need to make an appointment, but persevere to let him know you need and want help.

* * * * * * * * * *
* EXPRESS *
* YOUR *
* WILLINGNESS *
* TO HELP WITH *
* SPECIAL *
* DUTIES AND *
* COMMITTEE WORK. *
* * * * * * * * * *

Most border principals are concerned about beginning teachers. They want you to return next year. They want you to experience gratification in your work. Your school has a program for orientation of new teachers. Ask your principal how you can get regular help from this program.

READ AND FOLLOW BULLETINS.

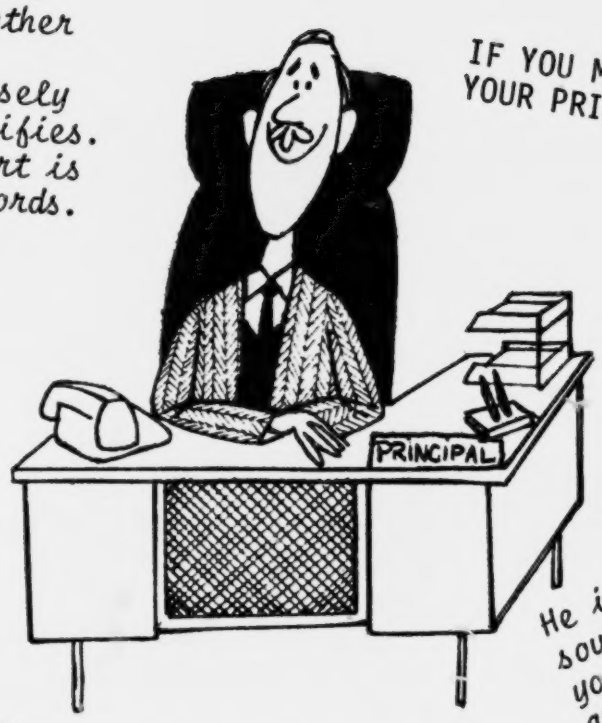
Keep your principal informed about significant activities in your classroom. He wants to know about student achievement or problems. Invite him to your classroom to observe teaching and learning.

CLEAR OUTSIDE ACTIVITIES WITH HIM (field trips, competitions, guests).

HE CAN OPERATE AN EFFICIENT OFFICE, SUPPORTING YOUR CLASSROOM TEACHING.

Be prompt for all faculty meetings and committee meetings. He organizes the faculty and facilitates exchange of ideas. He can listen to your ideas and react to them; he can help you evaluate ideas. He can help you make decisions. He can support your decisions; he can support you in your relations with students and parents. Let him know your problems.

Learn from him about pupil attendance records, textbook accounting, and other reports. Fulfill your responsibilities precisely as your principal specifies. School financial support is dependent on these records.



IF YOU MUST BE ABSENT, PLEASE NOTIFY YOUR PRINCIPAL AS EARLY AS POSSIBLE.

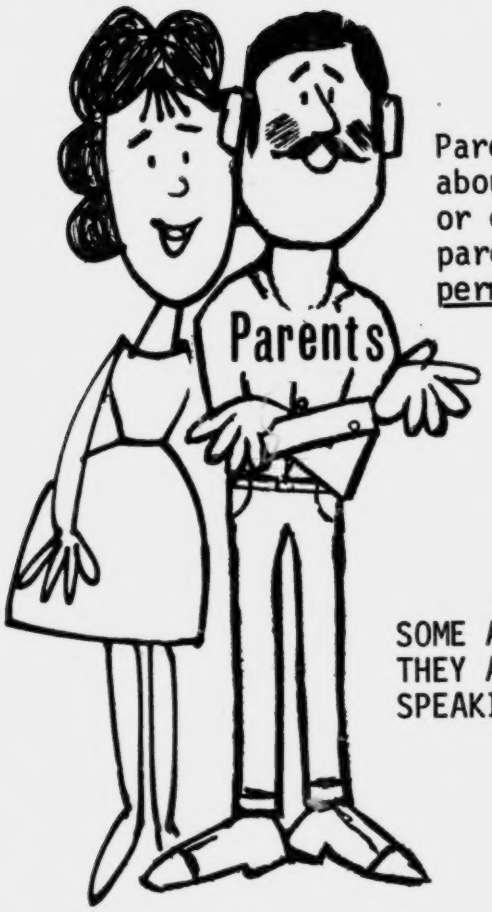
He is a resource consultant, a source of ideas. He can help you secure resources, equipment and supplies. He knows what is available. He can arrange for help. Request his help in seeking the help of a specialist.

Often several teachers are confronted with the same problems or similar problems. Several teachers can go together to the principal to seek a solution. Common problems can be raised at faculty meetings. Active, open participation in faculty meetings provides constructive interaction with principal and with other teachers.

Seek time to ask questions, to specify problems, and to share ideas with him. Listen to his interpretations of the curriculum and of administrative and personnel problems. Get him to react to your ideas and problems. At the appropriate time, share your questions, ideas, worries, hopes, and potentialities with him. He can help you understand pupils and parents.

LET YOUR PRINCIPAL GUIDE YOU IN EFFECTIVE USE OF INFORMAL AS WELL AS FORMAL CHANNELS OF COMMUNICATION.

COMMUNICATIONS WITH PARENTS



Parents are concerned and ambitious about the education of their sons or daughters. The parent-son, parent-daughter relationship is <u>permanent</u>.

Some parents do not come to school because they work long hours at jobs from which they cannot be excused.

SOME ARE RELUCTANT BECAUSE THEY ARE UNCERTAIN IN SPEAKING ENGLISH.

Some parents are not comfortable at school. They love education but hate school. Some of them quit school early, failed in school or have unpleasant memories of school.

SOME ARE EMBARRASSED BY LACKING CLOTHES LIKE YOURS.

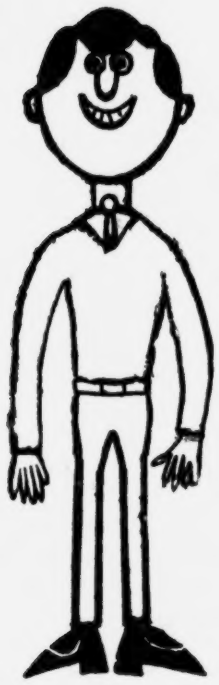
Their lack of initiative in communications or their brusqueness does not necessarily indicate apathy or lack of interest.

The teacher should take the initiative for communications with parents. Invite them at THEIR convenience.

Visit their homes. Learn to speak Spanish or take an interpreter with you for a conference. Ask your pupils to show their work or their projects or their textbooks to parents and get their reactions.

GOOD TEACHERS DON'T GET ANNOYED EASILY. THEY HAVE PLENTY OF PROVOCATION, BUT THEY KEEP THINGS UNDER CONTROL. THE OLD SAYING, "A MAN IS AS BIG AS THE THINGS THAT ANNOY HIM," SURELY HOLDS TRUE FOR SCHOOL TEACHERS.

PUPIL - PARENT - TEACHER CONFERENCE



INVOLVE ONE PUPIL ONLY IN CONFERENCE; ARRANGE FOR SOME TIME WITH PARENTS WITHOUT THE PUPIL. SOME CONFERENCES SHOULD BE SOLELY BETWEEN TEACHER AND PARENTS, WITHOUT THE PRESENCE OF THE PUPIL.

PLAN FOR EACH CONFERENCE. IF YOU MAKE SUGGESTIONS, INCLUDE SPECIFIC HELP AS TO HOW THE PARENTS CAN HELP THEIR CHILD.

CALL ON A SPECIALIST FOR SPECIALIZED COUNSEL. DO NOT TRY TO TAKE THE PLACE OF A PSYCHOLOGIST OR A PSYCHIATRIST.

SHOW RESPECT AND APPRECIATION FOR PUPIL'S BACKGROUND AND HERITAGE.

VISIT THE HOME BEFORE THE PUPIL HAS TROUBLE. ACCENT THE POSITIVE.

ARRANGE CONFERENCE AT A TIME AND PLACE ACCEPTABLE TO PARENTS.

INVITE BOTH PARENTS TO BE PRESENT.

LISTEN TO THE PARENTS! FOR THEREIN MAY BE THE KEYS YOU ARE SEARCHING FOR.

BE FRIENDLY!

SHOW RESPECT FOR PARENTS' IDEAS.

THE PURPOSE OF SUCH CONFERENCES IS TO ENCOURAGE THE PUPIL TO IMPROVE. YOU CAN OPEN PARENTS' EYES TO THE PUPIL'S POTENTIALITIES AS WELL AS HIS PROBLEMS.

HAVE SOME DEFINITE MATERIALS TO DISCUSS SUCH AS, STUDENT PROJECTS, REPORTS, TEST PAPERS, PLANS FOR THE SEMESTER, STUDENT EXPECTATIONS.

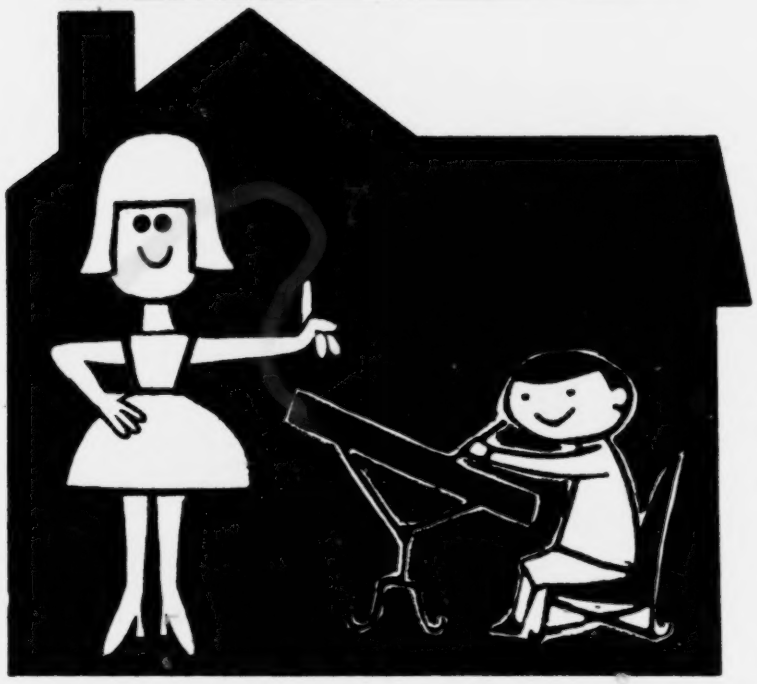
RESPECT THE CONFIDENCE OF THE CONFERENCE. DO NOT RELATE TO OTHERS WHAT YOU LEARN IN THE CONFERENCE. BE A NON-GOSSIPER.

END THE CONFERENCE ON A CONFIDENT NOTE. YOU BOTH BELIEVE IN THE CHILD.

SHOW YOUR OPEN ACCEPTANCE AND GENUINE INTEREST IN THEIR SON OR DAUGHTER------ YOUR PUPIL.

TACTFULLY BUT FIRMLY TERMINATE ANY CONFERENCE IN WHICH THE PARENT BECOMES IRRATIONAL OR UNREASONABLE. STATE THAT ANOTHER CONFERENCE WILL BE SET BY THE PRINCIPAL AT A LATER DATE AND REPORT THE OCCASION TO THE PRINCIPAL AS SOON AS POSSIBLE.

THAT IMPORTANT FIRST DAY OF SCHOOL



GET A GOOD NIGHT'S SLEEP THE NIGHT BEFORE.

ARRIVE AT SCHOOL EARLY.

* * * * * * * * *

* BE BUSINESSLIKE *
* AND EFFICIENT. *

* * * * * * * * *

THINK ABOUT WHAT YOU AIM TO ACCOMPLISH THIS FIRST DAY.

START PROMPTLY! PLAN AN INTERESTING, SIGNIFICANT LEARNING ACTIVITY IN WHICH ALL PUPILS CAN PARTICIPATE. YOU COULD PLAN SEVERAL.

SEEK ANSWERS TO YOUR LAST MINUTE QUESTIONS.

GET YOUR MATERIALS, SUPPLIES AND EQUIPMENT IN ORDER.

* * * * * * * *

* ALLOW PUPILS *
SOME CHOICES
* AMONG ALTER- *
* NATIVES. *

* * * * * * * *

Help each pupil to ACHIEVE some worthwhile learning TODAY.

SOMETHING FOR WHICH THEY DO NOT NEED SPECIAL MATERIALS; SOMETHING THEY AND YOU CAN DO WITHOUT SPECIAL PREPARATION ON THEIR PART.

SMILE!
STAY CALM AND CHEERFUL, *no matter what happens.*

Begin to know your pupils.

LEARN THEIR NAMES! *It will enhance each pupil's self-concept, security, and acceptance.*

Start encouraging good work and study habits.

CHOOSE SOMETHING NOT LIKELY TO MISFIRE.

IN ELEMENTARY SCHOOL, PLAY A GAME GAME WITH THEM. PRONOUNCE THEIR NAMES ACCURATELY. ASK THEM TO PRONOUNCE THEIR OWN NAMES AS WELL AS OTHERS.

Establish an efficient plan of operations.

SOMETHING THAT BRINGS SATISFACTION IN ACHIEVEMENT.

Stimulate each pupil to THINK.

SOMETHING SPECIFIC, DEFINITE, CHALLENGING.

SOMETHING EASY TO UNDERSTAND.

SOMETHING QUIET.

SOMETHING THEY ARE CAPABLE OF DOING WELL.

MOST PUPILS WILL BE MORE ALERT AND READY TO WORK AT OPENING OF SCHOOL.

EMPHASIZE WHY AND WHAT THEY STUDY.

CAPITALIZE ON THE GOOD FEELING AND NOVELTY OF RETURNING TO SCHOOL.

DISCUSS WITH PUPILS THE OUTLINE AND PURPOSES OF LEARNING ACTIVITIES.

SAY SOMETHING GOOD ABOUT OUR SCHOOL, OUR CLASS, OUR PUPILS.

ANALYZE WITH STUDENTS THE VALUE OF WHAT THEY CAN LEARN THIS SEMESTER.

EVALUATE WITH PUPILS WHAT THEY HAVE ACCOMPLISHED THIS FIRST DAY.

"Tomorrow we'll...

"We're going to...

"Who will volunteer to... ?

"How would you like to... ?

"In the library you will find...

"Why are you studying this area... ?

"You will seek to understand how...

"Each of you will have a chance to...

"Next week (month, by Christmas, etc.) you will be able to...

"Choose one of the following problems:
questions:
activities:

MAKE A LONG-RANGE LIBRARY ASSIGNMENT.

LET THEM KNOW EARLY WHAT RESOURCES ARE AVAILABLE.

ASK THEM TO LOOK FOR CERTAIN INFORMATION IN THE NEWSPAPER, ON T.V., AT HOME, AND REPORT BACK.

RESOURCES OF REGION ONE EDUCATION SERVICE CENTER

REGION ONE EDUCATION SERVICE CENTER is one of twenty such Texas institutions keyed to one objective: to make quality ideas, services, information, and teaching materials available to local schools whenever and wherever they are needed and desired.

To this end, skilled professionals are prepared to assist educators with cooperative efforts which may range from long term planning to short term problems of supply.

JOINT COMMITTEE
1 Representative From Each School District

Elects

BOARD OF DIRECTORS
7 Member Board

Employs

EXECUTIVE DIRECTOR

Establishes
Services

CURRICULUM DIVISION

Since more than half of the children entering school in this area speak little or no English, one of the prime needs is to make it possible for these boys and girls to succeed in learning.

To this end, the CURRICULUM Division has developed, and is continuing to develop English as a Second Language and bilingual instructional materials that will help young children learn reading, writing, and social studies in Spanish, as well as in English.

The new curriculum components are being tested and refined to the point where they can be adopted at little cost by schools desiring to implement a bilingual program.

MEDIA DIVISION

About 90% of INSTRUCTIONAL MEDIA services is concerned with the extensive film lending library. Available are motion pictures, film loops, filmstrips, traveling art displays, transparencies, audio tapes, and disc records to tape.

Instructional media specialists offer 20 different workshops to train educators in audio-visual techniques. They will conduct awareness conferences on local media production and circulate major media publications.

Repair service, begun early in 1970, is limited, and does not compete with commercial facilities.

MIGRANT DIVISION

The youngster whose family follows the crops needs a school program especially designed for him, if he is to succeed in school.

Professional consultants conduct summer institutes, and year-round workshops in science, language arts, and social studies and reading.

The complete kindergarten program, developed by pre-school specialists, features English as a Second Language for five-year olds, with teaching aids adapted from Curriculum Division materials. The Migrant Division also offers to teachers of the migrant an extensive audio-visual lending library, as well as audio-visual workshops.

ADMINISTRATIVE DIVISION

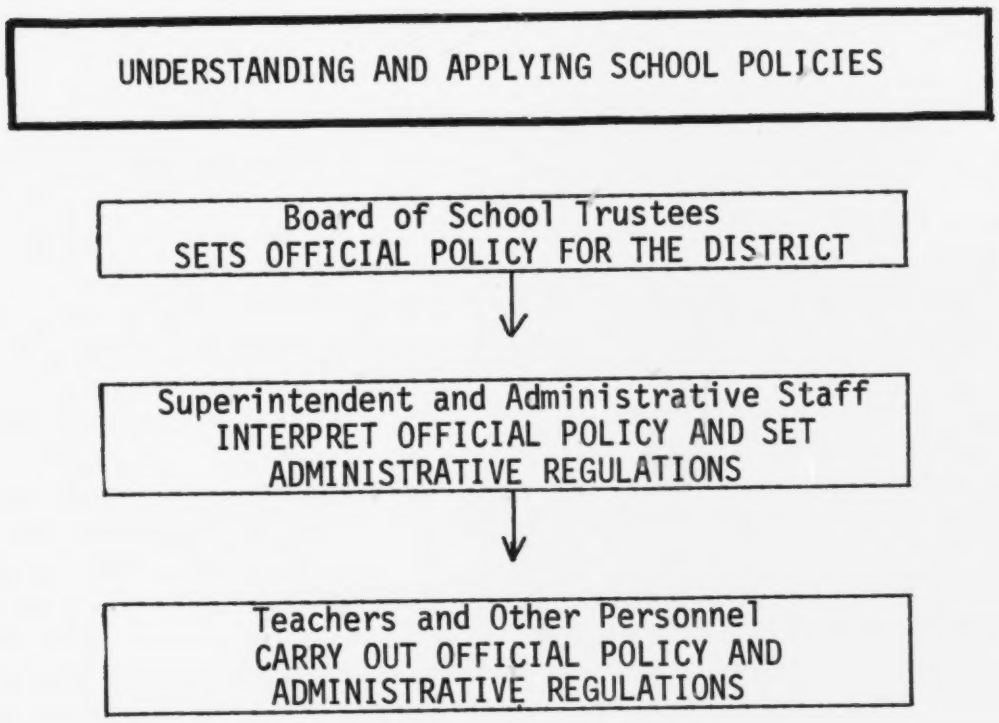
DATA PROCESSING - Keeping records and making reports via computer.
DRIVER EDUCATION - Combining techniques of driving with safety habits.
DISSEMINATION - Keeping school personnel informed about educational activities, programs, projects, training, opportunities; scheduling field trips to the Pan American College Planetarium and the McAllen International Museum.
COOPERATIVE BUYING - Assisting local schools to secure lower prices through volume buying.
FISCAL AFFAIRS - Administering the necessary business and fiscal accounting activities which support all program services of Region One.

PLANNING AND PROGRAM DEVELOPMENT DIVISION

PLANNING - Looking forward and building toward improved educational opportunities within the framework of local, state, and national goals.
EDUCATIONAL PERSONNEL DEVELOPMENT ACTIVITIES - Developing project proposals for new projects of personnel development.
PLANNING PROCESS LABORATORY - Providing inservice training on how to plan.
CRIME AND NARCOTICS - Assisting TEA and regional schools in implementation of H. B. 467.
INSERVICE EDUCATION - Arranging awareness conferences and TEA workshops, introducing new programs, materials and techniques in various subject areas; coordinating regionwide August inservice workshops.

SPECIAL EDUCATION DIVISION

SPECIAL EDUCATION - Assisting with specialized instructional approaches for pupils with physical or mental handicaps.
PUPIL APPRAISAL - Identifying pupil learning disabilities through comprehensive pupil appraisal, then providing remedial-diagnostic instructional lessons for teachers to use for pupil development.
CONSULTANT SERVICES - Providing help to teachers to improve skills for diagnosis of learning disabilities and for application of remedial procedures.
MATERIALS CENTER - Providing a lending library service of media and materials to local school special education teachers and consultant service for demonstrating proper use.


UNDERSTANDING AND APPLYING SCHOOL POLICIES
Board of School Trustees
SETS OFFICIAL POLICY FOR THE DISTRICT
Superintendent and Administrative Staff
INTERPRET OFFICIAL POLICY AND SET
ADMINISTRATIVE REGULATIONS
Teachers and Other Personnel
CARRY OUT OFFICIAL POLICY AND
ADMINISTRATIVE REGULATIONS

SCHOOL POLICIES COVER SUCH TOPICS AS:

1. CURRICULUM PLANNING
2. LESSON PLANS
3. SCHOOL BUDGETS AND EXPENDITURES
4. DISCIPLINE AND PUNISHMENT
5. LIBRARY MATERIALS
6. GUIDANCE
7. FIELD TRIPS
8. PUPIL ACTIVITIES
9. INTERSCHOLASTIC ACTIVITIES
10. CARE AND MAINTENANCE OF SCHOOL BUILDING
11. USE OF SCHOOL EQUIPMENT
12. PROCEDURES - REQUESTS FOR EXPENDITURES
13. RESPONSIBILITIES AND DUTIES OF SCHOOL PERSONNEL
14. SCHOOL BOARD PROCEDURES
15. COMMUNICATIONS WITHIN THE SCHOOL DISTRICT
16. TEACHER-PARENT RELATIONSHIPS
17. DESEGREGATION AND CIVIL RIGHTS
18. RESOURCES FOR TEACHING

SPECIAL POLICIES FOR THIS PARTICULAR SCHOOL

YOU ARE RESPONSIBLE FOR KNOWING SCHOOL BOARD & TEXAS EDUCATION AGENCY POLICIES.

ASK YOUR PRINCIPAL ABOUT SPECIAL POLICIES & CUSTOMS IN YOUR LOCAL SCHOOL BUILDING & FOLLOW HIS JUDGEMENT.

YOUR PRINCIPAL IS YOUR AUTHORITY & INTERPRETER OF ALL SCHOOL POLICIES.

EARLY IN YOUR BORDER SCHOOL CAREER, CHECK WITH YOUR PRINCIPAL OR WITH AN EXPERIENCED TEACHER DESIGNATED BY HIM ABOUT THE FOLLOWING ITEMS:

FIRE DRILLS
FIRST AID KIT
DAILY SCHEDULE
ATTENDANCE RECORDS
SCHOOL NURSE
TEACHER AIDES
SPECIAL DUTIES
LIBRARY PROCEDURES
MATERIALS AVAILABLE
EVALUATIONS & GRADES

SAFETY PRECAUTIONS
RESTROOM POLICIES
PLAYGROUND POLICIES
LUNCHROOM POLICIES
PUPILS AS MESSENGERS
PUPILS AS AIDES
AUDIO VISUAL AIDS
P. T. A.
BUILDING REPRESENTATIVE
FOR TEACHERS' ASSOCIATIONS

IF YOUR SCHOOL HAS A TEACHER'S HAND-BOOK, MANY OF THE ANSWERS ARE IN IT. PLEASE READ AND STUDY IT CAREFULLY!

BEFORE SCHOOL, HAVE SOMEONE SHOW YOU THE LOCATION OF:
RESTROOMS
REQUISITIONS
REPORT FORMS
BUILDING ENTRANCES & EXITS
SAFETY EQUIPMENT
FIRST AID KIT
AND
INSTRUCTIONAL SUPPLIES

OTHER QUESTIONS YOU MAY NEED TO ASK ARE THESE:

- ..HOW YOU COMMUNICATE WITH PARENTS.
- ..WHAT REPORTS ARE DUE EARLY.
- ..WHAT THE SCHOOL POLICIES & PRACTICES ARE CONCERNING PUPIL BEHAVIOR AND DISCIPLINE.
- ..WHAT UNIQUE, SPECIAL RESPONSIBILITIES ARE EXPECTED OF TEACHERS IN THIS SCHOOL.
- ..HOW YOU REQUEST HELP FROM:
  - Central Office Consultants
  - Education Service Center
  - Texas Education Agency

A TEACHER'S ETHICAL RESPONSIBILITIES

DEMAND PUPILS' RESPECT FOR THE TEACHER'S POSITION BY BEING AN EXAMPLE THAT COMMANDS THIS RESPECT.

SEEK CONTINUING EDUCATION AND IMPROVEMENT FOR YOURSELF & OTHERS.

PREPARE THOROUGHLY FOR EACH DAY'S TEACHING & LEARNING.

BE INDEPENDENT IN YOUR JUDGEMENT OF PUPILS; DO NOT BE INFLUENCED BY GOSSIP.

COMMIT YOURSELF TO TEACHING AS A RESPONSIBLE PROFESSION.

MAINTAIN STEADFAST LOYALTY TO THE UNITED STATES OF AMERICA, TEXAS, YOUR LOCAL SCHOOL AND COMMUNITY. SUPPORT THEM AND WORK FOR THEIR IMPROVEMENT.

ACCEPT ALL PUPILS AS THEY ARE AND AS LEARNERS CAPABLE OF IMPROVEMENT, REGARDLESS OF THEIR LIMITATIONS.

GIVE YOUR TIME TO PUPILS.

HELP OTHER TEACHERS TO SUCCEED.

FULFILL YOUR TEACHING CONTRACT.

HELP PARENTS, PUPILS, AND OTHER CITIZENS TO UNDERSTAND THE SCHOOL PROGRAM.

SHOW RESPECT AND SUPPORT FOR YOUR FELLOW TEACHERS AND OTHER SCHOOL PERSONNEL.

KEEP PARENTS INFORMED CONCERNING PROBLEMS OF THEIR SONS OR DAUGHTERS.

RESPECT PARENTS BECAUSE THEY ARE PARENTS; DEMAND PUPILS' RESPECT FOR THEIR PARENTS.

KNOW AND FOLLOW SCHOOL DISTRICT AND TEXAS EDUCATION AGENCY POLICIES.

KNOW THE TEACHER'S PROFESSIONAL PRACTICES CODE & THE TSTA CODE OF ETHICS.

TAKE TIME TO LISTEN AND TO GIVE INDIVIDUAL ATTENTION & HELP.

BE FAIR AND IMPARTIAL AND CONSISTENT TO ALL PUPILS.

BEST WISHES
FOR YOUR
SUCCESS